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ABSTRACT

Case studies of eight Home Start programs are given as the third section of an evaluation study. Communities involved are Binghamton, New York; Franklin, North Carolina; Cleveland, Ohio; Harrogate, Tennessee; Houston, Texas; Weslaco, Texas; Millville, Utah; Parkersburg, West Virginia. Although each study varies in format, each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations. (DJ)

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Home Start Evaluation Study

interim report Ib (case studies)

August, 1972

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HOME START EVALUATION STUDY

REPORT I
JULY 7, 1972

This Report Was Prepared For:

The Department of Health, Education and Welfare
Office of Child Development
Early Childhood Research and Evaluation Branch

Under HEW Contract No. HEW-OS-72-127

by:

High/Scope Educational Research Foundation
Ypsilanti, Michigan

and

Abt Associates Inc.
Cambridge, Massachusetts

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SECTION III

CASE STUDIES B

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HOME START PROGRAMS

BINGHAMTON, NEW YORK
FRANKLIN, NORTH CAROLINA
CLEVELAND, OHIO
HARROGATE, TENNESSEE
HOUSTON, TEXAS
WESLACO, TEXAS
MILLVILLE, UTAH
PARKERSBURG, WEST VIRGINIA

Case Study I May 1972

Project Home Start
Binghamton, New York

Principal Author: Marrit Nauta
Brigid O'Farrell

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BINGHAMTON
AT A GLANCE
May 1972

GENERAL

TYPE OF PROGRAM:	Urban Program with one Central Office and 150 homes, all within the city limits.
SPONSORED BY:	Delegate - Catholic Social Services (non-profit, private) Grantee - Opportunities for Broome, Inc. (non-profit, Federal)
ADMISSION CRITERIA:	HEW Head Start Guidelines
PROGRAM START-UP DATE:	May, 1966
HOURS OPEN:	Monday-Friday, 8:00 a.m. - 4:00 p.m. Staff available as needed.
FAMILIES RECRUITED:	80*

STAFF

TOTAL PAID STAFF:	12	Total Full-Time:	12	Total Part-Time:	0
TOTAL IN-KIND STAFF:	6	Total Full-Time:	0	Total Part-Time:	5
ETHNICITY OF STAFF:		Anglo:	75%	Indian:	8%
		Black:	17%	Oriental:	0%
		Chicano:	0%	Other:	0%
SEX OF STAFF:		Female:	100%	Male:	0%

STAFF POSITIONS: Executive Director, Educational Coordinator, Mothers' Group Moderator, Children's Group Moderator, Assistant Mothers' Group Moderator, Assistant Children's Group Moderator, Home Visitor I (2 positions), Home Visitor II (2 positions), Secretary-Bookkeeper, Secretary-Receptionist.

POSITIONS OPEN: 0

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*Binghamton had recruited all of its families as of the end of June 1972. Updated information is presented here, but not in the Demographic Tables in Section I of the Interim Report. Information in the Tables is based on the 69 families which had been recruited at the time of the May site visit.

CHILDREN

TOTAL HOMESTART CHILDREN:	78		
TOTAL CHILDREN:	Pre-School: 219	Elementary: 221	
TOTAL CHILDREN (ELIGIBLE FAMILIES):	0-3 years: 45	3-5 years: 85	6-21 years: 221
ETHNICITY OF FAMILIES:	Anglo: 79.7%	Indian: 1.4%	
	Black: 8.7%	Oriental: 0.0%	
	Chicano: 0.0%	Other: 10.0%	
SEX OF HOMESTART CHILDREN:	Female: 41%	Male: 59%	

PARENTS

SEX OF FOCAL PARENT:	Female: 100%	Male: 0%
EMPLOYMENT OF FOCAL PARENT:	Employed: 49%	In School or Training: 0%
	Unemployed: 51%	Unknown: 15%
EMPLOYMENT OF OTHER PARENT:	Employed: 49%	In School or Training: 0%
	Unemployed: 51%	Unknown: 0%

COSTS

TO PARENTS:	None
TO PROGRAM:	This information not available until second case study.
ESTIMATED FUNDING:	$ 99,989
HEW:	$ 99,989
In-Kind:	11,770
Total:	$111,759

FOR FURTHER INFORMATION, CONTACT:

Dr. Dorothy Gradel
Project Home Start
30 Fayette Street
Binghamton, New York 13901
Tel.: (607) 722-5304

MAY 1972

It is 8:00 a.m.; the bright yellow door of Project Home Start is wide open; activities are in full swing. Home Visitors and other staff members enter the building with their arms full of flowers to brighten the already cheerful interior of the Center, grocery bags filled with "beautiful junk" (milk cartons, bottle caps, containers for eggs, jars, etc.) to be used during the home visits as educational materials.

The Home Visitors use the early morning to write reports or to meet with Christina Guley, the Educational Coordinator and Home Visitor Supervisor, in order to discuss problems they have with specific families. Afterwards, they fill their bags downstairs with crayons, children's books, scissors, paper, games, etc. which they will use during the home visits. The Home Visitors leave the Center at approximately 9:00 a.m. for a full day of home visits before they check back at 4:00 p.m. when the Center closes.

Also during the morning, the Mothers' Group Moderator and the Children's Group Moderator and their Assistants make individual plans for group meetings for the mothers and decide who will pick up the children for a two-hour stay at the center. This activity goes on morning and afternoon Tuesday through Friday. The children are brought to the center in a VW bus which has a bright sign painted in it -- "Home Start." The children recognize the sign as they do the Home Visitor's weekly knock on the door, which they eagerly await.

Monday is an unusual day at the Center, as there are no group meetings or home visits going on. All staff meet at the Center on Monday morning to make plans for the week, discuss problems and to fill out records. This time is also used for in-service training, which is currently done by the Educational

Coordinator and the Director on an individual basis. Usually, there is a hustle and bustle going on at the Center -- Marly DeDio and Julia Keene hold hands with the children or gently shove 10 to 12 kids out of the bus, up the steps and into the Center. They are both young, energetic women who work with the children's groups. Twice a day on Tuesday and Thursday, they drive around to the homes of the mothers who will be meeting that day, pick up both mothers and children, take the mothers to the neighborhood group meeting and then bring the children to the Home Start Center.

The children who come to the Center range from a few months to eight or ten years, depending on who is home and who might want or need to come that day. The Center can't take really young infants on a regular basis, however. There just isn't enough staff or space. Staffing for these children's group meetings has been a persistent problem. Marly hopes to find people within the community who would be willing to volunteer their time to the center on a regular basis.

In the meanwhile, Dr. Dorothy Gradel, Director of the Program, makes plans for the children to have a dental check-up in three weeks. There is a lot of coordination that needs to be done.

Dr. Gradel is a quiet, middle aged woman - fairly new to the area. She's been in Binghamton about a year and a half now, and with the Home Start Program since January. She has a Doctorate in Education and is also a Registered Nurse. She's hired a new Educational Coordinator, a Secretary-Bookkeeper and two Home Visitors. She's also working closely with the two Outreach Workers, now called Home Visitors, who have been with the Program almost since its inception, as well as with the Mothers' Group Moderator (who has been there almost a year) and her Assistant, a former Home Start mother.

Inger Thomas,[1] the Mothers' Group Moderator, is discussing plans with Dr. Gradel for the Summer -- for the Home Start children and their brothers and sisters (221 in all) who will be out of school during the Summer months. In order to continue the group meetings, Dr. Gradel feels that it is the responsibility of the Center to provide care for these out-of-school children while the mothers are meeting. She plans to hire two seminarians and solicit assistance from Neighborhood Youth Corps Cadets to work with these children through the Summer, and will try to arrange for transportation with the Recreation Department, etc. Inger is conveying to Dr. Gradel her success in obtaining funds for a number of Home Start children through UFG and other community agencies to send them to summer camp. The faces of staff members light up when they come nearer to achieving one of their many goals. It makes up for some of the frustration of never being able to do enough for the families and the children enrolled in the program. The needs are so great.

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[1] Inger left the program in June to undertake a Summer recreation program. Her place has been taken by Ms. Lynne Sperling.

The Center is on Fayette Street -- on the way through downtown, just a short distance from the river. It is situated in the Model Cities Neighborhood. Two other pre-school programs are located within a few blocks from the Home Start Center. Another program will be added to this cluster in the near future when the main Head Start Center in Binghamton moves across the street from Home Start.

Project Home Start is housed in a nice three-story brownstone building, whose window sills and door are painted a bright yellow. The Center is quite spacious -- a definite improvement over the former location from which the Program moved on May 1. The boxes have been unpacked, the rooms are freshly painted. Home Start has found a "home."

The building, a former nunnery, has been donated by Associated Catholic Charities, and is presently being shared with Project Concern, which occupies the third floor. What once served as the chapel on the ground floor is now one of the three rooms which are used for the Home Start children. One of the rooms is a nursery with a bathroom attached to it where the children can be bathed; the closet in the nursery is full of shoes and used but nicely-cared-for shirts, jeans, blouses which are given to children who need them. In the other two rooms there are toys, puzzles, blocks, a jungle gym, and games. During the two hours at the Center, Marly and Maureen play with, wash, love and care for the children. For the last couple of weeks, the kids have been hearing about health -- brushing teeth and washing hands -- to help them get ready for their visit to the health clinic and the dentist's office.

While the children are in the Center their mothers are meeting at the house of one of the other Home Start mothers in their neighborhood. Inger, the Moderator, is responsible for working with mothers in group meetings. During these meetings, the mothers decide what things they would like to discuss or learn about. In May of 1972 they were discussing the health check-ups -- why they are important and what needed to be done for follow-up. Inger arranged to have the Public Health Nurse come by and talk with them about the health check-ups for themselves and their entire families.

Some mothers walk to the meeting, while others arrive by the VW bus, which then drives back to the center with all of their children. The hostess for this meeting serves some donuts and coffee. They talk about the children's check-ups. The Public Health Nurse comes a little later, after they've had a chance to chat. She tells them briefly about her role at the Public Health Clinic; what services are available both for themselves and for their children; what things were being done in the clinic that morning. Then she asks for questions from the group. Two or three mothers have a lot to ask, others are quiet. Inger watches carefully, raises a few questions she knows some of the quiet ones are interested in, and thus helps draw them into the conversation. Some participants have never been to the Public Health Clinic. They are not sure about the check-ups the children had received or what this might mean for them in following up on their children's needs. A number of mothers have had a difficult time at the Public Health Clinic: having to wait in long lines, not getting to see the doctor or nurse. Some are shy, others hostile, but all are interested in learning more about their own health and the health of their children. The meeting goes well, and soon everyone is asking questions. The Public Health Nurse is very helpful and friendly, answering questions and suggesting places they might go for more information or help.

After about two hours, the children are gathered up, put in the bus, and they come to pick up their mothers. The meeting breaks quickly as the kids come in looking for their moms and helping themselves to the remaining donuts. The mothers are not sure at which mother's home the next meeting will be. The Assistant Mother's Group Moderator will call and let them know. They all pile into the bus and are taken back to their homes.

The children's and mothers' group meetings have been going on in Binghamton for about five years now, but the weekly home visits are new. Now in other parts of town two Home Visitors, Julia and Sonobia, who have been with the program for several years, are going to visit mothers in their homes. They are explaining the group meetings for mothers and children. They introduce the new Home Visitors who will also be coming to work and play with each mother and her children each week.

They go from house to house and family to family, all over the city. They visit houses and apartments; some clean and some dirty. All are located in worn and run-down buildings; none of them have enough space. Few of the mothers ever get out of their own neighborhood.

The mothers are mostly white and very poor; many of the fathers aren't working. Some mothers have been in the program for six years, others only a week. Many were born and raised in Binghamton. They have family and friends close by. Others are new: moved there because they heard about some jobs, but now the plants are laying off.

The Home Visitors meet hesitation, doubt, excitement, questions:

- Can Home Start help get Paul into a different school? He got beat up coming home from the one he goes to. He wants to go over to where his older brother is, across town. Can Home Start help? Probably...
- Could a Home Visitor come and help Sarah? Can't handle all three of them. Maybe it'll help get her into kindergarten. But are the mothers' group meetings going to stop with this new Program? No... Good, those are good meetings.

- Things are going fine at the Day Clinic. The Social Worker says one of the mothers is coming along just fine. Says she can start going back to mothers' group meetings soon. Then maybe someone could come and visit at home. That would be OK, but the mother will have to check with her Social Worker.
- Could the Home Visitor go over and visit a sister-in-law? She says her kid's mentally retarded because he throws things, but this Home Start mother doesn't think he is. She told her sister-in-law about the Program. Her husband doesn't like her to go out much, but he might not mind this.

And so it goes with the parents, children and staff of Home Start. The Program has been in Binghamton for almost six years, but as of May, 1972, it is a new operation. There is a new Director and some new staff people. Jobs have changed, responsiblities have shifted. Most of what has happened seems to be accepted by all as a good addition to the Program.

Of course, there are problems too. Many of the families formerly in Home Start are not eligible under the new guidelines: their income is a little above the poverty level, or their children too young or old. Home Visitors are recruiting new families, yet many of the ineligible old families are still in need of assistance. The Program is attempting to serve many of these families, and this almost doubles the size of the Program. Ineligible mothers are referred to as "guest mothers," which means they may come to group meetings and that their children can go to the Center, but they don't have a Home Visitor, because there is not enough money for this extra service. But staff and parents are working together to resolve these problems. The Binghamton Home Start Program is an old program and a new program, helping parents and kids, and putting things together in May of 1972.

I. START-UP

Community

Binghamton is an old town; it has been around since the early 1700's. The largest city in Broome County, it has a population of some 65,000 people. Located in the hills of the far western corner of New York State, on the Susquehanna River bordering Pennsylvania, it joins the cities of Johnson and Endicott in the 20-mile area called the Tri-City area.

Broome County as a whole is growing, but not the city -- its population is decreasing every year. There is not much heavy industry around, although there are a lot of big companies -- IMB, Endicott-Johnson, General Electric, Singer, Link, GAF. Unemployment is about 7%. Places like IBM are lowering their retirement age. Eighteen percent of the people have incomes below the poverty level.

The inner-city area is fairly small; the buildings are old, with a few big new modern bank buildings going up around the edges. From there you move quickly to the outskirts with their MacDonald hamburger stands and used car lots, then even more quickly into the countryside. The larger plants are located farther out, along with some small farms.

The area is mostly white (98%), but there is racial tension. Everyone was buzzing in May about a fight near one of the high schools involving two teenagers, one black and one white. It was across the street from school property, and the principal broke it up, but people were upset. There are also strong ethnic groups, Irish, Italian, Polish, Russian; many are reportedly worried about the economy, the schools, the black areas.

Binghamton has many social service agencies both public and private, city and county. There seems to be a good deal of cooperation among these agencies. Everyone contacted has been extremely helpful to the Home Start staff. The mere number of agencies, however, makes it somewhat confusing. There is also a great deal of duplication, as well as a lack of clarity as to exactly who has responsibility for what. For example, the city recently decided that it could no longer afford welfare payments, so it was announced that starting in January of 1973 all welfare responsibility would be turned over to the County.

History

In 1965 Broome County became on of the first areas to have Summer Head Start. People were watching Head Start closely, particularly people from agencies who had been working for a long time with low-income families in the community. From their own observations and reports coming from more formal evaluations, it seemed that children improved considerably as a result of the Head Start Program; at least IQ's were going up. Much of this improvement disappeared, however, after the children left the Head Start Program and went back to their homes and into the public schools. Lack of further improvement can, at least in part, be attributed to the fact that the mothers, who were the prime influence on their children, had not been affected by the Program.

The Catholic Social Services, particularly Msgr. Robert Davern and John O'Rourke, were concerned about this problem. They wanted to try a new program which would reach the mother in her home, combined with a kind of community neighborhood service program which would locate services right in the community. Catholic Social Services joined with the Inter-Racial Committee and the Family and Children's Services to develop a proposal which included Project Home Start.

At this same time, Opportunities for Broome, Inc. (OFB), the local Community Action Agency, was also getting started. A new Director was appointed, new programs were developed and partially as a result of this reorganization, the coalition mentioned above did not get their proposal funded. For the most part the coalition fell apart except for the Home Start idea, which in May of 1966 was funded by OEO through OFB with Catholic Social Services as the Delegate Agency. The staff consisted of two Outreach Workers, one Mothers' Group Moderator, one Children's Group Moderator, the Director and the Secretary-Bookkeeper. They began working with one group of mothers living in substandard row houses on Charlotte Street on Binghamton's West Side.

Catholic Social Services is one of five Delegate Agencies sponsored by OFB. The others include an alcoholism halfway house, a prisoner rehabilitation program, family planning services and Broome County Legal Services. OFB has several programs which it runs directly with a staff of 43 people: Manpower-NYC, Head Start, Planning, Community Organization, and Central Administration.

In 1970 the OFB Board of Directors became concerned with spinning off the Delegate Agencies. It was the consensus that these agencies should be independent and find their own funding. Funds for Home Start were cut in half, and then cut completely in the Summer of 1971. The Home Start mothers and staff began looking for their own funding with Catholic Social Services support. They filed a suit against the OFB, which was eventually dropped, and temporary funding was found at HEW/OCD.

Gene Ellander, the Director of OFB, received notice that funding was available from the new OCD Home Start Program in the Fall of 1971. He sent the information on to John O'Rourke, Director of Catholic Social Services, and Edna Lutz, Executive Director of Home Start for the previous three years. Binghamton was invited to participate in the Fall planning meetings in Washington.

Edna Lutz had to leave the Program at the end of November because her family was moving. She met Dorothy Gradel through an employment agency. Dorothy was interviewed by John O'Rourke, Director of Catholic Social Services and Edna Lutz and began work on November 29th. There was no transition period, except for a few days of consulting by Ms. Lutz.

The new Director's first task was to write the Home Start proposal; this was a tough job since there was very little in writing about the existing Program. But it was a sure way of meeting the staff and getting to know the community, by talking with them and finding out about the Program. The proposal was submitted at the end of January, 1972.

Recruitment (Parents and Staff)

Families have always been recruited for the program by the two Outreach Workers, Sonobia Page and Julia Borsavage (now Home Visitors), as well as through other parents and referrals from other agencies. Even with referrals, however, it has essentially been a matter of going from door to door and telling parents about Home Start. This is what they are doing now. There is still room for two additional families.

This recruitment procedure has raised problems, however, for parents who were in the Program previously. The primary focus of the Program was on the mothers' group meetings, in terms of parent education. While the Outreach Worker played a vital role in recruitment, referral and follow-up, the main work with mothers and children was conducted in separate group sessions. Mothers were used to asking any new neighbors or anyone they thought might be interested to come to the group meetings. There were no specific guidelines for the original Program; it was designed to help low-income families, but no limit was set on income or age of children. Therefore, many of the mothers who were included were a little above the poverty level or did not have children in the three-to-five age range. Now there is a limit on outreach activities, and mothers are discouraged from bringing outsiders to the meetings or indicating that they might be able to get into the Program. Mothers who participated previously in the Home Start Program are still involved as guests in group meetings, but are not visited in the home.

Home Visitors are just now going to both old and new families -- explaining the new Home Visitor concept, introducing the new Home Visitors who will be working with people and establishing times that would be good for the visits. New mothers are being introduced into their neighborhood groups. Many parents who were involved in the previous Home Start Program do not like the change. The old Program served their needs.

All staff positions have been filled. Recruitment was done through the Urban League, the local Employment Office and other professional agencies. New employees include the Educational Coordinator, two Home Visitors, the Secretary-Receptionist, Bookkeeper, the Assistant Mother's Group Moderator, and Assistant Children's Moderator. (Job Descriptions and qualifications for each of these positions can be found in the Appendix.) There were 59 applicants for five positions.

Training

On January 18 and 19, the Director and two Outreach Workers attended the Head Start Regional Training Workshop at Cornell University. The Director and Bookkeeper attended the Management and Fiscal Training Conference at OFB on March 24. During the week of April 8, a ten-hour course in social welfare services was conducted for the entire staff by the local Red Cross organization. Other community specialists also participated in this training course. They covered such things as community social service resources, responsibilities of workers, and methods for conducting initial interviews. (An outline for the Red Cross course can be found in the Appendix.) The Director, the Educational Coordinator, two Home Visitors and one of the Home Start mothers also attended the National Home Start Conference in St. Louis.

In-service training will be conducted one day per week by the Director or the Educational Coordinator, and will cover such topics as child development, nutrition and health, record keeping, confidentiality, parent effectiveness training, etc. Specialists will be asked to participate in these training sessions from time to time. At the present time, the in-service training program is still unstructured so as to give Home Visitors an opportunity to discuss general plans and specific problems they are encountering in the home. The Educational Coordinator also is holding frequent consultations with the Home Visitors, suggesting specific projects, materials to be taken along, recipes for making clay, etc.

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Families

There are currently 177 families in the Program. Seventy-eight of these are full participants in Home Start; they include 78 children between three and five years of age. These children have a total of 159 brothers and sisters. Counting "guest families," there are 440 children. As has been noted previously, all of the families now being recruited meet the Head Start guidelines as well as specific Home Start guidelines.

The majority (80%) of the families in the Program are white. As of this time, there are only six black families and one American Indian family enrolled. Ten percent of the families are of mixed ethnicity.

The average family has four or five members; there are 26, however, which have more than six members. The median income for all Home Start families is between $2,000 and $4,000 per annum. Seven families have an income of less than $2,000. More than half are on welfare.

The majority of the focal parents in the Program are between 22 and 25 years of age. Only a very small portion of these parents have completed high school. Employment figures for both "guest" and Home Start parents are as follows:

Employment	Home Start Families	Guest Families
One Parent Employed	32	52
Both Parents Employed	6	2
One Parent Unemployed	36	44
Both Parents Unemployed	0	0
One Parent in Training	1	0
Both Parents in Training	0	0
One Parent in School	0	0
Both Parents in School	0	0

II. PROGRAM - WHO WHAT, HOW

Goals and Objectives

The goals and objectives of the former Home Start Program were very clearly spelled out in the original proposal:

> Project Home Start, a Parental and Child Development Program (enabling families to better perform their own role), offers to socially impeded parents and their children a total headstart at home.
>
> Its program and staff aggressively outreaches economically subadvantaged parents to recruit them and conduct for them (at home) "self help" group classes for their children. (A complete goal statement can be found in the Appendix.)

The current Program objectives are very similar. The primary differences between the two Programs is the emphasis on how these goals are to be accomplished. The earlier Program stressed working with mothers in homes, but in two-hour group settings, while the children were at the Home Start Center. The new Program continues the group activities, but places emphasis on helping mothers work better with their own children through home visits with individual families. Home visits are then supplemented by the group meetings held every other week.

The new Home Start objectives, as stated in their proposal, cover three areas:

- Program objectives designed to strengthen parents' capacity for facilitating the development of their own children:
  - to help parents become aware of their potentials for self-determination;

- to build parental self-confidence, once they are aware of their capacities for self-determination;
- to help parents to discover and use community resources that will benefit them and their children;
- to enlarge parental knowledge and skills by discussion and demonstration of home management, health techniques, money management, consumer buying, food preparation, family planning, sex education, narcotics, drug abuse, alcoholism, first aid techniques, home health care, and others;
- to help parents to understand the importance of male and female role figures for the development of their children.

- Program objectives designed to involve parents directly in the education of their children:
  - to increase parental understanding of their children as unique individuals with special needs;
  - to increase parental understanding of the need for activities to develop interpersonal relationships within the family;
  - to increase parental understanding of their role in the cognitive development of their children;
  - to increase parental understanding of a child's need to experience a feeling of accomplishment;
  - to develop parental skills in selection and use of tools and techniques for the education of their children;
  - to increase parental understanding of the relationship between the many facets of early childhood development, for example the physical, social and psychological needs of the child;
  - to stimulate parents to enjoy the challenging experiences of raising children.
- Other Program objectives include the following:
  - to provide educational and socialization opportunities for both parents and children in groups, including:

- Mothers' group meetings
- Children's group activities.

It is useful at this point to take a closer look at these goals, how they are perceived by the Home Start staff, and which of these goals the staff expect to achieve in the course of one year. Home Visitors are a little bit hesitant to talk about overall Program goals. "They are different, individualized, for each family enrolled in the Program," Sonobia notes. Some families need more help than others in terms of health care, psychological counseling, nutritional guidance. In some homes, there will be a significant change in attitude towards the child after one year, even six months, perceiving the child as something "precious" rather than as a pest. In other cases, all the Program can hope to accomplish is to teach the child to play with other children, teach him to share, prepare him for the school experience.

The over-riding concern of the Director, the Group Moderators, and the Home Visitors is "the improvement of the self-concept of parents." This is a first step toward making the parent more appreciative of the child, providing a better understanding of the importance of sound parent-child interaction. Staff hope to accomplish this goal through home visits and group meetings in which parents will have an opportunity to share experiences with others who are poor, through discussions about hygiene, makeup, etc. Inger notes that this particular goal has already been achieved with some families. One mother recently remarked in one of the group meetings: "I do not have any more money now, but the Program has made me feel richer." These discussions will also help parents to be more positive about themselves, to gain an understanding of other people's feelings, to discover that "Home life can be rewarding." In addition, every effort will be made through referrals and discussions about community resources to help parents to become more independent, more self-determined, more able to cope.

In addition to the goals stated above, efforts will be made in the coming months to involve the fathers of the families to a greater extent in the home visits and the group meetings. Some, but still too few, fathers participate in Home Start activities.

In the course of the next six months, thought will be given to ways of "terminating" in a constructive way the "guest families" who are presently not meeting eligibility criteria for Home Start but who are still participating in group meetings. It is hoped that some of the mothers who have participated in the Program for a number of years will take the lead in forming "community group meetings" which would not require the support of Home Start staff. Families who will be in the Program for one year only might also wish to become involved in these community groups. During the next Program year, the Director also hopes to reach out to families who live outside of the Binghamton area and who have no child care facilities available to them.

With regard to staffing, the Children's Group Moderator hopes to establish a volunteer program to assist her in the children's group meetings. Additional staffing of people who care would make it possible for her and her Assistant to spend more time with children individually. Also, more cooperation and communication is needed between the Group Moderators and the Home Visitors, so that they are aware of all the services that are being provided to the families.

In discussing goals, Home Visitors and Group Moderators continuously remind themselves and each other that "We can only do as much as the parents will allow us to do." Before any of these goals can be accomplished, it is essential for each Home Visitor and Group Moderator to establish a relationship of "trust" with the enrolled families. Without this trust, parents will not be willing to share their concerns and Home Visitors will be unable to help. And helping is what Project Home Start in Binghamton is all about.

Let us now take a closer look at each of the separate Program goals and how they are operating in the Program at present.

Health

The goal in terms of health is to make sure that children continue to get care at the clinics or to refer them for problems which are not handled by these particular health facilities. The Director is presently exploring the possibility of providing physical exams for the focal mothers free of charge. Both the Broome County Department of Health and the local Cancer Association might be able to provide such services to Home Start.

Staff also hope to give parents an increased understanding of the importance of cleanliness -- washing hands, brushing teeth, clean clothes and dishes, etc. Home Visitors will be working closely with both the mother and the child in the area of health, washing the child's hands together, for example, to get the child used to this activity. In addition, general group discussions will be held on health-related topics to make parents aware of existing community resources.

Health services are primarily available at present through the Broome County Health Department, the same agency which provides services to Head Start children and a number of day nurseries. Physical examinations, immunizations, and follow-up care are provided for each child.

Since the start of the new Home Start Program, there has been a close working relationship between the Project and the Health Department. Home Start provided the nurses with a list of all enrolled families so that they could check whether any of their children were already known in one of the neighborhood health clinics. Two clinics were set up at the Home Start Center to provide services to the 24 children who had received no previous medical care. Two of these 24 were referred for further vision testing. At the same time, the mothers were interviewed by the Public Health Nurse to assess their needs in terms of medical care and nutritional guidance. The Health Department has also participated in a number of mothers' group meetings to discuss such things as services offered by the Department, the child health clinics, immunizations, health care, personal hygiene, cleanliness, etc. The nurses and Home Visitors work closely together, keeping each other informed and making sure that the families show up for their regular appointments at the well-baby clinics. Home Start children are served in five of the 12 well-baby clinics in the Binghamton area.

Dental care for the children (dental exams, cleaning, and follow-up services) is provided by a private dentist whose office is around the corner from the Center. A bill is charged only for those families on Medicaid.

Other health services available include the Immunization Clinics held each Thursday in the Health Department Office, with medical and surgical follow-up available through the local Health Department. An orthopedic clinic is available for referral as well as the Sheltered Workshop for the Disabled, a voluntary agency providing audiology screening for all family audiological evaluations, physical therapy, speech therapy and the services of a psychiatrist on an as-needed basis.

Medical and dental exams for children and mothers are very closely coordinated with the home visits and group discussions with the mothers. Home Visitors are concerned with seeing that appropriate referrals are made, that mothers understand the need, and that they can establish some way to continue good health care. Hopefully, they will be able to have private physicians agree to take the families as patients, thus continuing their health care not solely through the Public Health Department. Mothers' group meetings also focus at different times on health care. Dentists, doctors, and staff from the Public Health Department are asked to come and speak to the mothers' groups.

Nutrition

The goal in this area is to stimulate better eating habits of the enrolled families and to make the parents aware of the nutritional needs of the children. This will be done by familiarizing the child with different kinds of food, by showing him cards on milk, vegetables, fruit, etc. and by smelling and tasting experiments. Literature will also be provided to the mother on nutrition and group discussions will center around this topic. Wherever feasible, suggestions will be made to the mother to add supplements to the already existing diet of the family.

Again, nutrition activities are currently offered primarily through resource services, but this is closely tied to and coordinated with the work of the Home Visitors and Group Moderators. The primary resource is the staff at the Home Economics Division of the New York-Pennsylvania Cooperative Extension Service. Home Economists from that organization meet with the mothers' groups to discuss food buying, preparation and serving. Simple reading material and free pamphlets are also distributed. Families are given help on how to budget family funds to allow for the purchase of food stamps.

The Nutrition Aide Program, originally designed to help families use donated surplus food, provides one-to-one help to a homemaker needing further instruction in food selection, planning, purchase and preparation. The Aides take the mother shopping, actually helping her in the selection of foods and other household items.

These Aides are paraprofessionals who have lived within limited incomes and are able to share new ideas and methods in a way which is acceptable to the homemaker. The Nutrition Aide will work with the mother until the skills and knowledge she needs are achieved, even over a period of months. Referrals for this service can be made by staff members, as needs are identified. There is no waiting period for this service.

There is a great concern regarding pre-natal diet and infant feeding on the part of the Home Start staff, and so considerable attention is given to the pregnant mother in group meetings. Early obstetrical care is urged and suggestions for sound diet are given. Literature on formula preparation and feeding practices is available. A copy of Dr. Spock's book on *Baby Care* is given to the expectant or new mother.

The Public Health Department takes immediate referrals from Home Start where need for one-to-one assistance is identified as a problem of malnutrition or poor sanitary practices in food preparation. Public Health Nurses continue contact with the family until they feel their services are no longer needed.

Psychological/Social Services

In the area of psychological and social services, Home Start offers both direct and referral services to assist families in their social and personal development. Group practices and techniques with both parents and children have been the primary helping tools. Participation in a group is offered to each mother and child in Home Start on a bi-monthly basis with free-flow discussion, professional leadership and stimulated interaction. The group process is based on the premise that a good mother must be able first to accept herself, be in reasonably good health and able to cope before she can accept children and respond to their needs. In many cases, this has been the first step towards better mental health and the socialization process in efforts to alleviate the "culture of poverty."

Individual psychological services and social services are provided by community resources. These services are made available to a family by referral from Home Start to an agency or individual providing the best resource. For example, a marriage conflict would be referred to a Social Worker skilled in marriage counseling techniques at Catholic Social Services. If alcoholism is a paramount problem in an individual or in the marriage, a referral is made to the Broome County Alcoholism Clinic. If the person fails to go, a contact to Alcoholics Anonymous is made and a direct visit by the AA member is made to the home. Taking the marriage partner to an Alanon Family Group meeting for the understanding and mechanics of how to live with an alcoholic might be advisable and a staff person would arrange this.

Binghamton State Hospital maintains an out-patient center to which families have been referred for extensive psychiatric help when they cannot or will not accept confinement in the hospital. Broome County Mental Health Clinic is also used, but the waiting period is long. This proves to be a deterrent to therapy, once the individual has agreed that she needs help. Home Start has introduced many families to Recovery, Inc., an organization based on self-help group therapy towards better mental health. Many neurotic persons tend to do especially well in this program and some have brought their new knowledge back to their Home Start groups.

Staff members often take a client to the clinic, social agency or other resource program once the arrangements have been made. If the client needs help in follow-through for successive visits, this is provided. Once the introduction has been made, Home Start involvement in transportation and the like diminishes, although continued encouragement to keep appointments and continue counseling may be necessary.

Social work services regarding parent-child problems, family relationships or supportive counseling for specfic personality adjustment problems are easily made with the Home Start sponsoring agency, Catholic Social Services, on a no-waiting basis. The Binghamton Family and Children's Society tends to center on the middle-class client in the community, but will take referrals. Waiting lists may be extensive, however, involving long delays. Social work services are readily available for parents with children attending the Binghamton Public Schools. Since the local school offers an excellent pre-school program for four-year-olds, help is obtained early in a situation of parent-child difficulty. If a need for psychological services is indicated, this need can be met through school personnel with short-range counseling given by the school social worker or psychologist. The client will be referred to other community agencies for long-range counseling services.

School psychologists are another source of aid for the Home Start families, handling specific referrals on individual cases. The psychologist at the Alcoholism Clinic also does family counseling in cases referred to him. The State Hospital Clinic works with Home Start families needing more extensive care. The clinic routine demands daily attendance from 9:00 a.m. to 4:00 p.m., but the clinicians feel there is so much solid therapy obtained through the Home Start group meetings that the patient is excused from clinic attendance in favor of Home Start group meeting attendance. The clinic takes immediate referrals. Home Start uses the Cerebral Palsy Clonic personnel for speech testing and therapy with Home Start children. Direct referral to the clinic is available.

Help for the retarded child is provided upon referral primarily through the public school system. The schools also have a total educational component for the physically handicapped child. Special classes are available for emotionally disturbed children.

Binghamton State Hospital has a facility for children with severe emotional problems. Home Start has not had to use this resource, but staff have worked with parents who initiated their own request for this service.

Education

Through the process of home visits and group meetings, staff hope to stimulate in the parents a "renewed interest" in the development of their own children. Discussions of the needs and behavior of children will help parents gain an understanding of the importance of spending time with them, of reading books or singing nursery rhymes to them, the value of water play, etc. Staff will also work directly with the parents in showing them how to use "beautiful junk" that is already in the home as educational materials.

In addition to trying to make the parents more perceptive and sensitive to the needs of children, staff want to help prepare the child for school -- teach him how to share, how to play with others, familiarize the child with the use of crayons, scissors, paper, paste, books, and help to make it easier for the child to leave his mother and for the mother to leave her child in a center setting. By working with the children individually, staff hope to increase the attention span of the children.

While the educational activities to be undertaken in the home are presently planned individually for each child by the Home Visitors and the Educational Coordinators, a more structured curriculum will be developed in the near future by the Home Start Staff with some assistance from outside consultants: a Professor of Developmental Psychology, a Home Economist, the School Social Worker. Activities presently focus on increasing direct, positive interaction between the mother and her child. Mothers are encouraged to give each child individual attention for some time each day. Interactions are encouraged through displays of affection, increased talking, reading books, and playing with puzzles and other materials.

Mothers are helped in identifying capabilities of their children and encouraged to give them some responsibilities and find things they can do, rewarding them when they are done. Mothers are also encouraged to help children think abstractly about past and future and talk about objects and body parts. They help develop natural curiosity and the child's awareness of the environment: "his world" and "the world." They also stress improving and developing the child's self concept.

Primary responsibility for this program is with the Home Visitors. Each Home Visitor is assigned a number of families. She then makes weekly visits to assist the mother in carrying out activities designed to enhance the development of her child. Home Visitors do the teaching and observation in the home. This is supplemented by the Children's Group Moderator who schedules, plans and carries out group activities, and the Mothers' Group Moderator who focuses on child development, etc. in the group meetings. Home Visitors concentrate on the specific and unique needs of individual children, while coordinating with other group leaders to develop a closer parent-child relationship, better preparing the child for school experiences and for adjustment to the physical and psychological environment in which he lives.

Specific activities for parents and children in the home and in group meetings are now being developed, along with the in-service training program.

III. HEAD START

Program and Staff

Head Start is a direct part of the OFB organization, which is the Grantee Agency for Home Start as well. Head Start has been in Binghamton since 1965 and has been a full-year program from 1966 onwards. There are presently three Centers in the Binghamton area, serving 135 children in two half-day and four full-day programs. Plans are presently being made for a fourth Center which will serve the rural poor outside of the Binghamton city limits. Funds for this additional Head Start Center will be provided by the Social Services Agency of Binghamton. The children being served by Head Start are three-to-five-year olds, coming from a combination of working mothers and welfare recipients.

Since its inception, Head Start has faced numerous problems -- too many paraprofessionals on the staff, over-enrollment of children, inadequate facilities, etc. The current Director of Head Start, Daniel Buckley, has been trying to upgrade the program since he joined the program three years ago. But progress is slow. Sometimes it takes up to five months to obtain approval for the hiring of an additional professional for the Head Start Program.

Similarities and Differences

While Head Start and Home Start are both providing services to pre-schoolers from low income families, the two Programs have little in common. Overall, there is little cooperation and communication between the two Programs. Head Start staff members know little more about the Home Start Program than what appeared in the Parade Magazine article in May. There is confusion about the different eligibility criteria for the two Programs and the testing of Head Start children as part of the Home Start evaluation, for example.

The lack of communication is partly due to the fact that the Programs are in different locations and do not share any central staff. Moreover, Head Start's lack of involvement in the preparation of the Home Start proposal, and the tremendously busy schedules of the two Directors have exacerbated the problem. Home Start also operates on a more autonomous basis than Head Start through its Delegate Agency, Catholic Social Services. Decisions are made more quickly and smoothly through Catholic Social Services than through OFB, which puts Home Start in a position "to move."

Minority participation in both Programs is about the same, approximately 15%.

Resources Shared

Few resources are shared by the two programs in Binghamton, although both Head Start and Home Start work with a number of the same agencies in the community for program support services, such as the Broome County Department of Health and the Home Economics Division of the Agricultural Extension Service.

In June, the main Head Start Center will be moving from its Front Street location to Fayette Street, right across from Project Home Start. Head Start will be occupying the school building adjacent to St. Mary's Church. Both Dorothy Gradel and Dan Buckley anticipate that this move will improve communication and cooperation between the two Programs.

IV. ORGANIZATION

Policy Making

Policy for Binghamton Project Home Start is set by the Home Start Advisory Board, a non-incorporated body, and then approved by the OFB Board of Directors and the Board of Directors of Catholic Social Services. The Home Start Board is made up of 28 members, 16 of whom are Home Start mothers. The remaining members are from the community, including two representatives from the Delegate Agency staff from the school district, a lawyer, dentists, developmental psychologist, teacher, representatives of other social service agencies and interested citizens. Two mothers from this Board also are members of the OFB Board. Meetings are held on a monthly basis. A Home Start mother is currently Chairman of the Board.

It is not clear how the Board members were originally selected. It appears that people were asked to join by the Director and then polled each year to see if they were still available. There was no limit to the term of office. Regular elections are now going to be held according to Head Start guidelines. Although OFB controls the finances, the Delegate Agency and particularly the Advisory Board have a great deal of autonomy.

Specific areas within the project are administered as follows:

- Program Planning -- The Director, the Educational Coordinator, the Mothers' Group Moderator, the Children's Group Moderator and the parents have primary responsibility for planning the overall Program. The Director has final approval in planning.

- Budgeting -- The budget is developed by the Director for the year. This is then approved by the Advisory Board of Home Start, then sent to the Board of Catholic Social Services and finally to the Board of OFB which has final approval. The Director must then submit monthly budget requests to OFB. A check is sent directly to Home Start, but checks that Home Start Director writes must be signed by the Director of Catholic Social Services.
- Staffing -- During the start-up phase the Director and the supervisory staff person from the area in which the person would be working were in charge of recruitment. Hiring and firing of staff will now have the approval of the Advisory Board. The Director evaluates staff performance as needed or requested for the supervisory positions (the Educational Coordnator and the Mothers' and Children's Group Moderators). These people are responsible for supervising and evaluating the staff working with them, in consultation with the Director. This was a very loosely structured Program and personnel procedures have not yet been firmly established.
- Operations -- Mothers meet with the Group Moderator and generally determine what they would like the mothers' group meetings to focus on within the areas of health, nutrition, psychological and social services and education. This will now be coordinated by the Educational Coordinator so that the entire staff is working in complementary areas with the mothers and the children both individually and in groups.

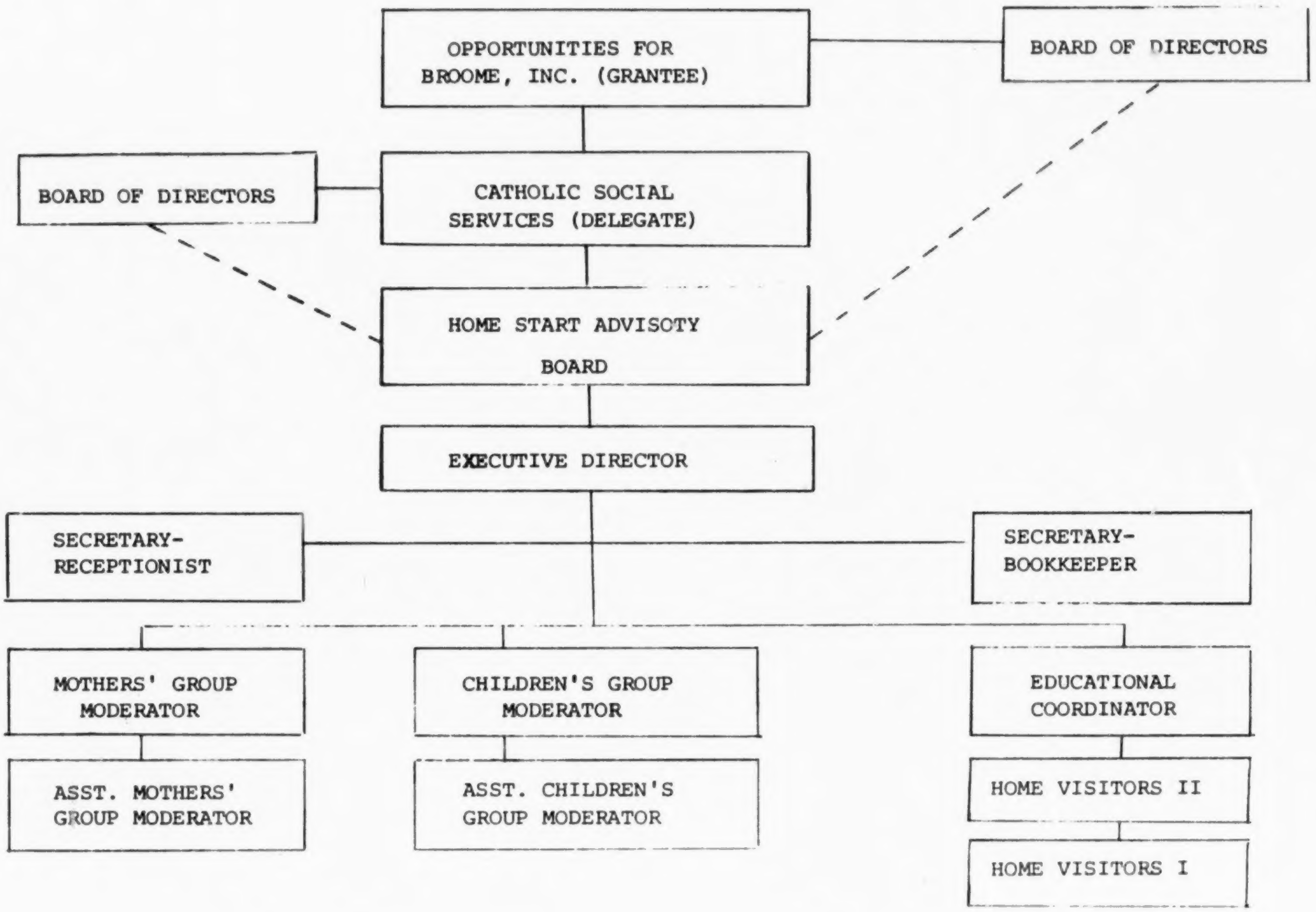
In general parents, staff and the three Boards work cooperatively in arriving at policy and making the Program work. Although it appears somewhat cumbersome they are generally working towards the mothers taking more direct responsibility through incorporation of the Program, with Home Start essentially becoming its own Delegate Agency; this should also help to avoid unnecessary duplication.

Staff Organization

The Director is in charge of and administers the entire Program. She has direct supervisory responsibility for the Educational Coordinator, the Mothers' Group Moderator and the Children's Group Moderator, as well as the

BINGHAMTON PROJECT HOME START

ORGANIZATION CHART


OPPORTUNITIES FOR BROOME, INC. (GRANTEE)
BOARD OF DIRECTORS
BOARD OF DIRECTORS
CATHOLIC SOCIAL SERVICES (DELEGATE)
HOME START ADVISOTY BOARD
EXECUTIVE DIRECTOR
SECRETARY-RECEPTIONIST
SECRETARY-BOOKKEEPER
MOTHERS' GROUP MODERATOR
CHILDREN'S GROUP MODERATOR
EDUCATIONAL COORDINATOR
ASST. MOTHERS' GROUP MODERATOR
ASST. CHILDREN'S GROUP MODERATOR
HOME VISITORS II
HOME VISITORS I

Secretary-Receptionist and the Secretary-Bookkeeper. She is the principal liaison with other community agencies and acts as Executive Secretary of the Home Start Advisory Board. The Director is also responsible for development of the in-service training program. The Secretary-Receptionist and the Bookkeeper share the filing and typing duties. The Bookkeeper maintains all of the financial records, orders supplies, etc.

The Educational Coordinator is a Home Visitor, as well as being responsible for supervision of the other four Home Visitors, coordinating their work with the mothers and children with the other two groups. She works with the Director to develop and implement the in-service training program. The Mothers' Group Moderator works with the mothers in the 14 mothers' groups, assisted by a former Home Start mother. The Children's Group Moderator also has an Assistant. They work with each children's group two hours every other week, focusing on their social/emotional growth, health and cognitive development. They also have some contact with parents, picking them up and taking them to and from the meetings.

The Home Visitors are divided into two groups; Group II people were involved in the former Home Start Program, Group I are all new staff. Both groups are responsible for recruiting families, assessing major family needs, making referral and follow-up contacts, and making weekly visits to homes to work with some aspect of education with the Home Start child and parents. Home Visitors in Group II are responsible for the orientation, training and supervision of Group I.

The educational requirements are quite high for professional staff except for Home Visitors and the Assistant Mothers' Group Moderator, all of whom are paraprofessionals. The Director requires a master's or equivalent degree in social service, education or related fields; the Mothers' Group Moderator an M.S., B.S. or B.A. in social services, education or family relations; the Children's Group Moderator an A.B. or A.A. degree in education or child development and the Educational Coordinator, a bachelor's or associate degree in early childhood education or the equivalent. The Secretary-Receptionist and the Bookkeeper must have high school degrees or the equivalent. Complete job descriptions, with qualifications, are in the Appendix.

Staff Training and Development

All staff members received one week of orientation training after the Home Start Conference (See Start Up Chapter). The in-service training program is now being developed by the Director and the Educational Coordinator in consultation with the other staff members. Two Home Visitors are taking child development courses at State University of New York, at Binghamton.

Staff Meetings and Records

The entire staff meets every Monday morning. Group meetings are not planned for Monday. Every other Monday is an in-service training day for the total staff (excluding Bookkeeper and Receptionist).

Each Home Visitor keeps records on the families she is responsible for. The Mothers' and Children's Group Moderators keep more general records on the group meetings, noting special problems, improvements, etc., for individual mothers. The system has been informal until now, and they are in the process of working out the details of coordinating what each person is doing for families and of keeping accurate records.

V. RESOURCES

As with most Federally-funded programs, Home Start grantees are required to contribute local matching funds or in-kind contributions. The requirement for Home Start is that these local funds equal at least 10% of the total Program budget.

The Director of Project Home Start anticipates that "in-kind" contributions will far exceed the 10% requirement. During the first three months of operations, $7,248 was donated by Catholic Social Services for space and an additional $2,595 for equipment and office furniture.

The Project is also utilizing the services of professionals associated with agencies that provide direct services to Home Start families. Volunteers also will be used for group meetings and to undertake activities with older children who will be out of school during the summer.

A complete cost benefit analysis is being planned for the Home Start Project. Donated goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

While Home Start has been in Binghamton since 1966, a whole new Program emerged this year -- new leadership, new families, new guidelines, new goals. The new Program has brought some disappointment to the community, especially to those mothers who had been in the Program previously and who fought so hard to get additional funding. Many of these parents are now ineligible for Home Start because of income or age of their children. The staff have considered it their responsibility, however, to continue to provide limited services to these mothers and children in a group setting. It is clear that the staff cannot continue to do so for an unlimited period of time.

Much of the program is still in the planning stages. It has strong community support and an energetic, sensitive and enthusiastic staff. They are proud of their past efforts and look forward with confidence to future activities. They strongly believe that their program will make a significant difference in the lives of the children and families they serve.

VII. APPENDIX

The Appendix consists of illustrative materials drawn directly from the project. Included are:

- Red Cross Training Program Outline
- Job Descriptions
- 1966 Project Home Start Description

Red Cross Training Program Outline

Training for Red Cross Volunteers in Social Welfare Services

Unit I - Workbook

Content of Course

Session I: Introduction to Social Welfare Agencies

I. Introduction

II. Purpose of This Unit of Study

III. Plan of Sessions

IV. The Assets of Class Members That Will Be Useful to Them in Counseling

  A. Desire to Be of Service

  B. Experience

  C. Factual Knowledge

V. The Basic Elements of All Social Wlfare Agencies or Organizations

  A. The Authority for Operation of the Agency

  B. The Persons Who Are Eligible for Service

  C. Services Offered by the Agency

  D. The Pesonnel Who Render the Services

VI. American Red Cross Social Welfare Services

  A. Service at Military Installations

  B. Service in Military and Veteran Hotpitals

  C. Services to Military Families

  D. Disaster Services

VII. Practice Assignment

VIII. Summary

Session II: Social Welfare Resources

I. Introduction

II. Social Welfare Resources To Help Meet the Problems of Individuals or Families

  A. The Social Problems That Confront Human Beings

  B. The Resources Provided in the Community, to Help Meet Social Problems

III. What Workers Should Know About Community Resources

IV. How Workers Obtain Information About Community Resources

  A. Training Classes

  B. In-Service Training

  C. Manuals and Other Written Instructions

  D. Contacts With Representatives of Other Agencies

V. Summary

Session III: Responsibilities of the Worker to the Applicant

I. Introduction

II. The Worker Represents the Agency

  A. Recognition and Use of the Status the Worker Aquires as a Representative of the Agency

  B. Carrying Out the Policies and Procedures of the Agency

  C. Observing the Confidentiality of the Information Received

III. The Worker Considers the Difficulties Applicants May Have in Asking for Assistance

IV. The Worker Considers the Applicant's Abilities to Deal with His Problems

V. The Worker Accepts the Applicant as an Individual

  A. Importance of Accepting the Applicant as an Individual

  B. Ways in Which the Worker Indicates Acceptance of the Applicant as an Individual

VI. The Worker Accepts the Limitations of the Agency and of the Worker

  A. Limitations of the Agency

  B. Limitations of the Worker

VII. Summary

Session IV: The Counseling Interview

I. Introduction

II. Characteristics of the Counseling Interview in Social Welfare Service

III. Planning for the Interview

  A. Physical Arrangements

  B. The Worker's Preparation for the Interview

  C. Consideration of the Possible Difficulties in Conducting Interviews and How They May Be Met

IV. Summary

Session V: The Counseling Interview (Concluded)

- I. Introduction
- II. Steps in the Counseling Interview
  - A. Starting the Interview
  - B. Establishing a Relationship with the Applicant
  - C. Arriving at a Plan
  - D. Termination of the Interview
- III. Summary
- IV. Conclusion

Job Descriptions

I. Job Descriptions for Homestart Staff:

1. Project Director:

Qualifications:

(a) Master Degree or equivalent in Social Service, Education or related field.

(b) Experience in Administrative Supervision and/or Community organization.

Responsibilities:

(a) Coordinate, deploy and supervise all individual staff.

(b) Initiate and implement all personnel and office policies and procedures.

(c) Conduct bi-monthly individual and collective staff conferences.

(d) Prepare, schedule and actuate "in-service" training of paid staff.

(e) Prepare all forms, reports, questionnaires, etc., and supervise use by staff.

(f) Frequent neighborhoods and the children and mothers groups to evaluate "on-the-spot" activity of program and reaction of persons helped.

(g) Implement communication with neighborhood leaders, merchants, etc., oversee preparation of newsletter to people.

(h) Assess relevancy and effectiveness of educational material and its use.

(i) Act as Executive Secretary at Homestart Advisory Board Meetings and prepare the minutes.

(j) Execute all other responsibilities transmitted by the Contractor.

2. Mothers Group Moderator:

Qualifications:

(a) M.S.,B.S., or A.B. in Social Science or Education or Family Relations.

(b) Experience in parent education.

Responsibilities:

(a) Conduct mothers groups meetings in mother's homes.

(b) Gain commitment of mothers to home meetings.

(c) Organize groups, assign members, schedule timing and location of sessions.

(d) Prepare subject context for each meeting as requested by the mothers.

(e) Be alert to special needs of individual mothers and inform the Home Visitor for referral to appropriate resource.

(f) Dictate the major gains of each group into the file records at headquarters; also reason for drop-offs if known; i.e., employment, moving, etc.

(g) Maintain the sharing of information from the children's group activities back to the mother's sessions; i.e., the challenges and mothers can expect from their children once stimulated and the ways the mothers meet those increased educational needs.

(h) Make a home visit to a mother who may have dropped off coming to the group sessions due to an incident arising during the group session; also, when necessary, to remind the mother of the date and place of the next meeting.

3. Childrens Group Moderator:

Qualifications:

(a) A.B. or Associate Degree in Education or Social Group Work or Children Development.

(b) Experience in pre-school program conducting or equivalent experience in the above.

Responsibilities:

(a) Prepare all program content for children's group sessions.

(b) Implement and scheduling of the group sessions, and staffing the 2 or 3 separate groupings according to age levels, i.e., 1 to 3 years of age; 3 to 5 years of age, and during school recess or vacation, the school-aged youngsters groups.

(c) Schedule transportation and supervision of all youngsters for the field trips to zoos, library, parks, etc.

(d) Schedule periodic programs, entertainment, etc., for combined neighborhood family groups.

(e) Assign, dispatch and oversee the Neighborhood Young Corps Cadet Aides and volunteer aids working with the children of greatest need.

(f) Provide 'in-service" training sessions for Cadet Aides.

(g) Assume responsibility for selection, acquisition, maintenance, assignment and use of learning materials, books, games, etc.

(h) Maintain on-going interpretation of socio-educational growth of individual children to mothers group moderator and/or directly with parents.

(i) Record major data in records at headquarters.

(j) Liaison to area schools.

(k) Set up a plan of health care for each child with assistance of Educational Coordinator.

4. Assistant Mother's Group Moderator:

Qualifications:

(a) Mo educational requirement.

(b) Should be a homemaker and a mother.

(c) Should be a target area resi-ent.

(d) Knowledge of community resources.

(e) Ability to work with children.

Responsibilities:

1. Assist Mother's Group Moderator in planning group meetings.
2. Assist in preparing for group meetings.
3. Assist in holding group meetings and in emergency, be able to conduct a group meeting.
4. Assist in follow-up of individual problems identified in group meetings.
5. Assist in keeping records of group meetings.

6. Assist in other tasks as requested.

5. Home Visitor - II

(a) No educational requirements.

(b) Good knowledge of neighborhood.

(c) Ability to organize own time and effort to meet assigned situations and work demands.

(d) Good knowledge and understanding of community resources.

(e) Good knowledge and understanding of early childhood.

(f) Must have a car.

Responsibilities:

(a) Recruit (house to house "door knocking") mothers in need, who want Homestart Mothers' Group sessions.

(b) Assess major needs of the recruited family and make appropriate referral to community resources to meet family needs.

(c) Travel with people to "outer-city" agencies for help (fear) blocks many from going alone).

(d) Call back to agencies to assess and assure follow-through of such referrals, etc.

(e) Introduce new enrollees to the Mothers "Group and Childrens" Group Moderators.

(f) Make weekly visits to assigned families to instruct mothers on some particular aspect of education for the Homestart child.

(g) Record identifying information on new clients to the program, information collected while making home visits with the mothers.

(h) During weekly visits, make observations of interaction between mother and child.

(i) Assist Home Visitor I in orientation to Project Homestart.

6. Home Visitor - I

Qualifications:

(a) No educational requirements.

(b) Interest in working with the poor.

(c) Some knowledge of community resources.

(d) Ability to organize own time and effort to meet assigned situations and work demands.

(e) Must have a car.

Responsibilities:

Under supervision, will carry out the same functions as Home Visitor II.

7. Educational Coordinator:

Educational Coordinator (Cont'd.)

Qualifications:

(a) Bachelors or associate degree in early childhood or equivalent.

(b) Experience in pre-school program or equivalent.

(c) Understanding of community agencies.

Responsibilities:

(a) Supervise activities of Home Visitors.

(b) Act as home visitor for assigned families with same responsibilities as Home Visitor II.

(c) Set-up and maintain in-service education for Home Visitors.

8. Assistant Childrens' Group Moderator:

Qualifications:

(a) No educational requirement.

(b) Must be able to relate to children.

Responsibilities:

(a) Assist with transportation and care of children on field trips.

(b) Assist with activities of children in group meetings.

(c) Assist with care of childrens' area in Homestart center.

(d) Assume other duties as assigned.

9. Secretary-Receptionist:

Qualifications:

(a) Minimum of high school graduate, or equivalent.

(b) minimum of 6 months to one year work experience in typing and clerical work - ability to type fifty words per minute.

(c) Demonstrated ability to meet the public and obtain identifying information in a warm and friendly manner.

(d) Ability to respect the confidential and professional relationships with clients required in a counseling agency.

(e) Ability to organize own time and effort to meet assigned situations and work demands.

Duties and Responsibilities:

(a) Responsible for the typing of case material, letters, reports, forms and summaries required by the staff.

(b) File case records, reports, letters and other documents and perform such other clerical duties which facilitate the work of the professional staff.

(c) Act as receptionist and answer phone inquiries.

(d) Perform other duties as requested.

10. Secretary-Bookkeeper:

Qualifications:

1. Minimum of high school education, or equivalent.
2. Minimum two-three years experience in bookkeeping with demonstrated ability to keep accounts, salary records, prepare payrolls, do billing and prepare such financial reports as are required by the Board, federal, state and local governments.
3. Ability to meet the public in a manner which is pleasing and which reflects the necessary respect for the confidential and professional relationships with clients required in a counseling agency.
4. Ability to organize own time and effort to meet assigned situations and work demands.

Duties and Responsibilities:

1. Be responsible for all agency bookkeeping functions.
2. Keep inventory of and order agency supplies used in clerical and service programs.
3. Prepare monthly financial reports for the Board of Directors and such financial reports as are required by the federal and state and local governments.

4. Prepare monthly statistical reports on agency programs.
5. Assist the director as required in preparation of the annual budget.
6. Answer phone and act as receptionist as required.
7. Perform other job-related duties as needed.

1966 Project Home Start Description

PROJECT HOMESTART

I. RATIONALE DESCRIPTION

Project Homestart, a Parental and Child Development Program, (enabling families to better perform their own role), offers to socially impeded parents and their children a total headstart at home.

Its program and staff aggressively outreaches economically subadvantaged parents to recruit from them and conduct for them (at Home) "self help" group classes for their children.

Homestart pursues the promise that if enough "knowpower" and "motivepower" are brought to socially impeded children directly and through their parents these youngsters will equal or excede their peers in later performance.

II. PURPOSE:

A. For Parents

✓ 1. To increase parental understanding of and development of the learning and behavioral potential of their children.

2. To offer parents new methods of challenging their youngsters.

3. To help parents discover and utilize community resources for themselves and children.

✓ 4. To build parental self-confidence, "decision power" and "follow through"

5. To enlarge parental ability on home management, consumer knowledge, bidgeting, nutrition, etc.

6. To restore marital health where needed and provide individual counseling for deep seated problems.

B. For Children

1. To present extensive opportunities for youngsters (3-6 years) to unleash their potential and incorporate self value and confidence.

2. To enrich youngsters:

    a. In their knowledge of words, objects, colors, music, etc.

    b. In their pre-reading, drawing and expressive skills.

    c. In their communications-range with parents and peers.

    d. In their team role, sharing and social exchange.

III. METHODS

The attainment of these goals and purposes is ought through the involvent of caseworkers with the assistance of indigenous neighborhood workers in the following areas:

A. Outreach Mobilizers

B. Mothers Group Classes

C. Children's Group Classes

D. Social Service Visitors

MOTHER'S GROUP CLASSES

I. GOALS:

A. To establish relationships with mothers and help them to sense their great worth as parents.

B. To motivate mothers to what to learn and be best possible parents

C. To help mothers to challenge their children with new stimulating methods.

D. To increase maternal awareness of child growth process and reasons for behavior in stages and ages.

E. To show these problems are not unique but common to parents.

F. To cause self help by associate mothers.

G. To increase their own verbalizing and vocabulary.

II. CONTENT:

A. Gives purpose of Homestart.

B. Open their own feelings in their role of parents.

C. Personality development

  1. Environment vs. heredity.
  2. Component phases of personality development through age stages.
     (Phases) physical, emotional, mental, social, ethical
     (Stages) birth to 1; 1 to 2; 2 to 3; etc.
     * Resource Manual: Child Behavior -- Gesel

D. Special topics
of addendum (next page) for special topics

III. METHODS

A. Use group instruction method.

B. Structure the content of each meeting. (at appropriate time take Opinion Poll, of addendum).

C. Location: Mother's own house. Occasionally, elsewhere, Homestart Center.

D. Size: Minimum 5. Ideal maximum 8.
(Hold meeting anywhere id only 2 are present.)

E. Frequency: Minimum of every two weeks if possible.

F. Drop-offs:

1. Lack of interest -- Outreach Mobilizer
2. Exceptional cases -- Mother's Group Moderator or Social Service Visitor.

ADDENDUM

SPECIAL TOPICS ----

A. Discipline

B. Nutrition

C. Home Management

D. Sex Education

E. Home Safety

F. Family Planning

G. Tensional Outlets

H. Community Resources

I. School --- Education

CHILDREN'S GROUP CLASSES

I. GOALS:

A. Initiating and building a feeling of self-esteem and worth in youngsters. (Dignity)

B. Providing opportunties for learning how to get along with other children and adults away from home. (Socialization)

C. Providing opportunities for early successes and rewards. (Confidence building)

D. Providing an atmosphere which stimulates curiosity thereby motivating repeating interest in learning and school.

E. Developing an awareness of the environment: "their" world and "the" world.

F. Language development: listening and speaking.

G. Visual-motor coordination.

H. Referrals: physical, medical needs.

II. CONTENT:

(See attached sheet)

III. METHOD:

(See attached sheet)

METHOD

CHILDREN'S GROUP MEETINGS

Scheduling

Children's Group Leader should meet and talk with mother (gain her confidence) before initial children's meeting. Senior Cadets may substitute for CGL when necessary.

Children's Group Meetings are on a bi-weekly (simultaneous - to M.G.'s) basis. They are related to and must be dependent upon the mother's group meeting. In-school Cadets give individual attention to the children also. Those cadets work in pairs, spend 1½ - 2 hours with children after school, and see the same family once every 4 - 6 weeks.

Size of Groups

Varies from 1 to 16 or more children, ages 1 through 5.

Location

Homestart Headquarters by bus, field trips (avoid use of homes, except when necessary).

Duration of Homestart Program for Children

Child from toddler age (able to walk) until preschool or Headstart.

COORDINATION - of DATA (with M.G.M.)

Mutual sharing of findings and current stages between C.G.M. and M.G.M.

AGGRESSIVE OUTREACH MOBILIZER

I. GOALS:

A. Diligently and persistently search out and find economically deprived families.

B. By home visits or meetings elsewhere discover the nature of problems with which family is confronted.

C. Endeavor to assist families to resolve immediate crisis situations through information, referral, and follow-up.

D. Recruit indigent mothers for enrollment in Homestart Mother's Group Classes; and children's participation in Children's Group Classes.

E. Persistent follow-up of drop-offs after enrollment in Mother's Group Classes.

II. METHODS:

A. Recruitment

1. Personal contact through house to house door-knocking. Return when hard to reach --- often need to return several times.
2. General explanation of Homestart program, etc.
3. Arrange meetings of Mother's Group Moderator and Children's Group Moderator with enrollee in enrollee's own home for purposes of introduction and additional explanation of program.

B. Drop-offs

1. Persistent follow-up for lack of interest drop-offs by Outreach Mobilizer.
2. In exceptional cases follow-up by Mother's Group Moderator or Social Service Worker.

C. Referrals

Outreach Moderator will have primary responsibility for effecting initial referrals of clients to:

1. Homestart social service visitor.
2. Existing community agencies

a. Discovering problem areas through own initial contacts or through hidden data transmitted by Mother's and or Children's Group Leader.

b. Preparing client for referrals emanating from (a)

c. Contacting agency to make appropriate referrals; confirming with agency that appointment has been kept. In some instances when client resistance is present it is necessary to aggressively urge client to keep appointment and/or take client to agency for appointment.

The following type cases should be referred to social service visitor or existing community resources:

1. Child abuse
2. Homosexuality
3. Marital counseling
4. Severe drinking problems
5. Child/Parent relationship problems
6. etc.

III. RELATIONSHIP

Relationship is the key to effective outreach work. This is best obtained by workers evidencing a sincere interest in and respect for the indigenous poor. Reaching out to them and remaining with them through persistent call-backs is of utmost importance.

ILLUSTRATION OF INFORMED COMMENTS FROM EXPERIENCED OUTREACH MOBILIZERS

INDIGENOUS OUTREACH MOBILIZERS

Carol Williams & Julia Borsavage March 16, 1967

I. Suggestions for approaching Mothers

A. Identify ourselves and program.

B. Explain program goals, what we hope to accomplish with children and mother groups.

C. Tell of past experiences other groups have had and answer any questions about Homestart.

D. Take information about family on face sheet.

E. Explain referrals and agencies that may be available; make new referrals if needed.

F. Tell mother we will be back when we have enough mothers to form a group.

II. How long do we work on "Hard to Get" Mothers?

A. We never give up trying to get a mother interested in a group.

B. If a mother says she is not interested on initial contact, we then tell her we will be back later and then maybe she will go.

C. After a meeting is set up, we tell the "hard to get Mothers" about the meeting and hope she will attend. If she doesn't we go back again and tell her how her neighbors enjoyed it. We even suggest that perhaps she will be willing to hold the next meeting at her home if she can't get out to one.

D. We take the children a few times along with the children of the mothers who do attend MGM. We tell the mother that if she wants her children to continue going she will have to attend the MGM.

E. We never drop a mother. We may leave her along for a few months, then try to interest her again. We have active members in our group who come after many months of contact.

III. Use of Agencies

A. Learn of a need and explain referrals and how we may be able to help the family find the help they are looking for.

B. Get application, if needed, fill it out with mother, return application to agency. Keep in touch with the agency. Did client keep the appointment, etc? If not we may take client to agency.

C. Try to tell them how others have benefitted from the agency. When they realize others have used agency they may be more willing to take advantage of services that are offered.

IV. Maintaining Relationships:

A. A client may feel closer to one worker than to another. We all realize this and often ask another worker to see a client.

B. I think we should keep in contact with clients. On day of MGM we should go to help get mothers and children out, this shows us all working together and presents a united front.

C. If a problem comes up at a MGM and the group leader is not able to take the time to talk with the mother she then refers the mother to the outreach worker who will make a special trip to talk with the mother.

D. We try to maintain a relationship with the mothers who do not attend MGM for very special reasons and this way we keep them interested in Homestart even though they do not attend MGM.

Types of Cases We Would Refer to a Homestart Social Worker

A. Families with serious marital problems in need of marriage counseling.

B. Serious drinking problems which disrupt family life.

C. Cases of child abuse and neglect.

D. Problems of Homosexuality.

E. Illegitmacy -- unwed mothers.

F. Problems between parents and children.

These are just a few of the things we do to get, keep, and interest mothers into the Homestart Mothers Groups. We left out things like Julia washing clothes for sick mother, taking mothers and children to pick up Surplus Food, rocking sick babies to sleep, dressing children for the Children's Group Meetings, talking to mothers either 8 o'clock in the morning or evening. We are available to our mothers anytime or anyplace for any reason. Our mothers have become friends which we believe is the best way Homestart can keep working relationships with the women and children we are trying to help.

MGM -- Mothers Group Meeting (or) Moderator

CGM -- Childrens Group Meeting (or) Moderator

ORM -- Outreach Mobilizer

CADETS

Orientation and in-service training to help cadets understand.

- A. Goals and organizations of Homestart (team approach) (cf. manual)
- B. Problems and needs of disadvantaged children.
- C. Possible curriculum content: unity without uniformity. (cf. manual)
- D. Record keeping and evaluating discussions.
- E. Cadet abilities and contributions to make.

Cadet Duties:

- A. Care, instruction of children.
  - 1.. Acceptance, affection, attention, attitude, and example.
  - 2. Confidentiality, responsibility, positive approach.
- B. Keeping equipment, supplies in order.
- C. In-service training, O.F.B. (Broome Tech. or other) training.
- D. Cooperation O.F.B., schools, community agencies.
- E. Office sanitation and management.

MACON HOME START

Franklin, North Carolina

Case Study I May 1972

Project Home Start
Franklin, North Carolina

Principal Author: Wynn Montgomery

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IN BRIEF

June 1972

GENERAL

TYPE OF PROGRAM: Rural

SPONSORED BY: Delegate - Macon Program for Progress, Inc.
Grantee - Macon Program for Progress, Inc.

ADMISSION CRITERIA: HEW Head Start Guidelines

PROGRAM START-UP DATE: May, 1972

HOURS OPEN: Monday - Friday 8:00 a.m. - 4:00 p.m. (Staff available as needed)

FAMILIES RECRUITED:

STAFF

TOTAL PAID STAFF:	10	Total Full-Time:	10	Total Part-Time:	0
TOTAL IN-KIND STAFF:	0	Total Full-Time:	0	Total Part-Time:	0
ETHNICITY OF STAFF:		Anglo:	100%	Indian:	0%
		Black:	0%	Oriental:	0%
		Chicano:	0%	Other:	0%
SEX OF STAFF		Female:	100%	Male:	0%

STAFF POSITIONS: Director, Parent Activity and Education Coordinator, Nurse, Home Visitors (7 positions), Secretary-Bookkeeper.

POSITIONS OPEN: Secretary-Bookkeeper

CHILDREN

TOTAL HOME START CHILDREN: 63

TOTAL CHILDREN (ELIGIBLE FAMILIES): 161 0-3 years: 29 3-5 years: 63 6-21 years: 69

ETHNICITY OF FAMILIES:
Anglo: 98%
Indian: 0%
Black: 2%
Oriental: 0%
Chicano: 0%
Other: 0%

SEX OF HOME START CHILDREN: Female: 38% Male: 62%

PARENTS

SEX OF FOCAL PARENT: Female: 100% Male: 0%

EMPLOYMENT OF FOCAL PARENT:
Employed: 11%
In School or Training: 0%
Unemployed: 87%
Unknown: 2%

EMPLOYMENT OF OTHER PARENT:
Employed: 74%
In School or Training: 2%
Unemployed: 11%
Unknown: 13%

COSTS

TO PARENTS: None

TO PROGRAM: (This will not be available until the second case study)

ESTIMATED FUNDING:

HEW:	$100,000
In-Kind:	$ 5,700
Total:	$105,700

FOR FURTHER INFORMATION, CONTACT:

Ms. Shirley H. Young, Director
Home Start Program
Macon Program for Progress, Inc.
50 E. Main Street
Franklin, North Carolina
(704) 524-4471

MAY 1972

Outside, it's foggy -- a typical May morning in Franklin, North Carolina. Inside the building which houses the local Community Action Agency, Macon Program for Progress (MPP), coffee is brewing and the Home Start staff is meeting to begin another day.

The building is located on the main street of Franklin next door to Maco Crafts, Inc., the MPP-sponsored Mountain Handicrafts Cooperative. The remodeling necessary to provide office space for the new program has been completed, but the furniture hasn't arrived. One new office is furnished with folding chairs and a portable typing stand, and that office is Home Start headquarters during these early days. It is here that the staff gathers in the morning to finalize their plans for the day.

Shirley Young, Director of the Home Start Program, using the typewriter stand for a desk, records basic data on the newly enrolled families and questions the Home Visitors about the potential families whom they contacted the day before. Ms. Young, a petite former school teacher who gained experience with home-based child development programs during a year as a traveling teacher for the local Head Start Program, is (like most of her staff) a native of the Franklin area. She attended Gardner-Webb Junior College in Boiling Springs, North Carolina, before transferring to Western Carolina University (WCU) in nearby Cullowhee, North Carolina. She graduated from WCU with majors in health and physical education as well as biology. Ms. Young is a precise, well-organized woman who is gradually growing accustomed to her new administrative role. Her first-hand knowledge of the problems associated with home visitation enables her to provide considerable guidance for her enthusiastic, but inexperienced, staff.

Except for Ms. Young, most of the staff has had little experience with home-based child care programs. One of the Home Visitors is a former Head Start teacher's aide, and another worked briefly in a private kindergarten. For the most part, their experience (if any) with early childhood programs has been limited to volunteer work in one of the six Head Start Centers in Macon County.

Their enthusiansm, however, is obvious. The five Home Visitors (two others) are out-stationed in the distant communities of Highlands and Nantahala) discuss their initial home visits and exchange anecdotes about the families in those homes. They discuss an experiment with a new idea for a homemade toy, transforming styrofoam egg cartons into caterpillars, and the conversation centers on the toy rabbit which "Boots" Hess, the Parent Activity and Education Coordinator, made from a similar egg carton and some cotton.

The Home Visitors recruited most of the Home Start families and are now beginning to make home visits. They have seen a few of their families three times. Other families have not been contacted since their recruitment because the mothers apparently forgot about the scheduled visit and were not at home when the Home Visitors arrived. During these initial visits the Home Visitors are simply attempting to become accepted in the home. The Home Visitors carry crayons, scissors, construction paper and a few simple puzzles to entertain the children while they review the basic concepts of the program with the parents--emphasizing the importance of the parent's active participation. The Visitors encourage the parents to bring their children to the Public Health Clinic in order to up-date (or initiate) medical records. In cases where transportation is a problem (or where parents have failed to keep several appointments), Visitors offer to give the family a ride to the clinic and back home again.

For the time being, the Home Visitors are using their own cars to make home visits. Soon, however, they will be equipped with vehicles more appropriate to the mountainous terrain and the road conditions in the more isolated regions. The program will provide each Home Visitor (except the one working the area immediately in and around Franklin) with a four-wheel drive Chevrolet Blazer.

Despite the newness of the Home Start Program, there have already been some small successes -- and some disappointments. The Home Visitors are encouraged by the fact that several houses have been considerably cleaner when they made their scheduled visits than was the case during their unannounced recruitment visits. In addition, each Home Visitor can recount instances which show that the children are warming up to them, becoming less shy, being actively happy to see them arrive, and asking when they'll be back. In contrast, there are instances where the mother appears to view the Home Visitor as a baby-sitter. The Home Visitors consider such attitudes as a challenge, and their short-range goal for these families is getting the mother actively involved. (In the words of one Home Visitor, "... down on the floor playing with her children.").

It is this ability to turn disappointments into challenges, and to be encouraged by relatively minor successes, that generates the enthusiasm evident among the entire Franklin Home Start Staff.

I. START-UP

Community

Macon County (population: 16,000) is located in the extreme western portion of North Carolina, the scenic Southern Appalachian Mountains. Franklin is the County Seat, and the largest town, with an estimated population of 2,500. Other communities of noteworthy size include Highlands, 21 miles southeast of Franklin, and Nantahala, 30 miles to the northwest.

This is a tourist area. Large billboards on all the main highways (U.S. Highways 23, 64 and 441) extol the charms of Frontier Land, Santa Land, and Lost Mine. Other signs urge tourists to visit one of the numerous "Rock Shops," which sell gems mined in the area, or encourage tourists to mine for gems themselves. There also are numerous mountain lots for sale, should a visitor decide to build "a summer home with a view."

Despite this surface appearance, however, there are problems amid the scenic beauty. Away from the major arteries, many of the county's residents live in abject poverty -- in isolated cabins without electricity, running water or indoor plumbing. Many of them are also without transportation.

There is no major industry in Macon County; the principal employers are female-intensive, minimum wage industries. The average family income in the County is $1,500.

Most of the population, which is 98% white, is of English and Scotch-Irish descent. Despite the poverty, only 2% are on welfare. These are proud, self-sufficient mountain people who prefer to eke an existence from their small gardens rather than accept "charity" in the form of public assistance.

The primary suppliers of social services in the County are Macon Program for Progress (the Home Start Grantee) and the Department of Social Services. The Director of the latter organization also is Chairman of the Macon Program for Progress Board of Directors, so there has been close coordination and cooperation from the beginning. Health services are available through the Public Health Department where cooperation has been extremely good.

History

Home Start is not a new idea in Macon County. In 1966, Rebecca Johnson Stradley came to Macon County as Director of the new Head Start Program. It soon became obvious to Ms. Stradley that a different approach would be required to reach the isolated residents of the county. In 1967, she initiated the idea of a "traveling teacher," whose job it was to take the Head Start concept into the homes of those families who could not (or would not) take advantage of the traditional Head Start Centers.

Geneta "Hoppy" Rogers, who currently is Director of the Macon County Head Start Program, was the County's -- and perhaps the nation's -- first traveling Head Start teacher. After a year, Ms. Rogers was chosen to replace Ms. Stradley, who was leaving the program, but her experience had convinced her of the value of the traveling teacher concept. Consequently, she hired Evelyn Bryson to serve in that capacity.

In June 1969, budgetary constraints forced the Head Start Director (Ms. Rogers had left) to eliminate the traveling teacher position. When Ms. Rogers returned to the Director's position, however, she immediately undertook to reactivate the position and, in November, 1970, Shirley Young was hired as traveling teacher. Ms. Young remained on that job until her selection as Home Start Director -- at which time she was replaced by JoAnn Hurst.

The concept of home visitation is, therefore, firmly entrenched in Macon County. Obviously the area is a logical choice for one of the Home Start Demonstration Projects.

Staff Recruitment

Assembling a staff for the Home Start Program was a thorough, time-consuming process. Ms. Young was an excellent choice for Director, due to her experience as a traveling teacher, and was appointed after careful consideration of her credentials both by the Head Start Parent Policy Council and by the Macon Program for Progress (MPP) Board of Directors.

Additional staff was recruited through the use of newspaper and radio ads announcing a pre-service training program. Responses (approximately 75) to these ads were screened by the entire MPP staff. Applicants were also rated by Shirley Young and Hoppy Rogers, based on the consensus of staff comments. The best applications were then submitted to the Parent Policy Council for further review. Eventually the 28 best applicants were invited to participate in the pre-service training session.[1] They participated without pay and with no guarantee of employment at the end of the training. Twelve persons accepted the invitation, one of whom dropped out prior to completion. Of the eleven applicants who completed training, nine (seven Home Visitors, a Nurse, and a Parent Activity and Education Coordinator) were hired by Home Start. The other two applicants were hired by Head Start.

The position of Secretary-Bookkeeper remains unfilled. This position will be part-time for Home Start, with the remaining time spent on similar duties for MPP. However, Ms. Young is not actively trying to fill the position at the present time. Necessary secretarial duties are now being performed by the Parent Activity and Education Coordinator.

---

[1] Job descriptions for each of the Home Start positions appear in the Appendix.

Only one Black family has been enrolled, which is not surprising considering the fact that only 2% of the County's population is Black and that very few of the Blacks live in the rural areas. The Head Start Program has had similar experience. There are seven Black children among a total enrollment of 145, but six of these children attend the Franklin Center.

Of the 55 families recruited to date, seven are fatherless, and five of the female heads of household are employed. In the 48 complete families, the employment picture is as follows:

Both parents employed: 4
Both parents unemployed: 4
Only mother employed: 3
Only father employed: 37

In six cases, the Home Visitors are working with a relative other than the mother. In all cases, this arrangement is necessary because the mother is employed. Only two of these working mothers are heads of household. In three cases, the father also works. In one instance, the father is unemployed but is not the Home Start "focal parent."

Training

The three-week pre-service training session already mentioned was held March 13-31, 1972. Through special arrangements with Mars Hill College, participants received six hours of college credit for the course.[2] The Director, the Parent Activity and Education Coordinator and two Home Visitors attended the National Home Start Conference in St. Louis in April.

Present plans include additional in-service training sessions every Friday morning -- a precedent which has been firmly established by the Head Start staff. Development of the training schedule is the responsibility of the Parent Activity and Education Coordinator. At present, there are joint Head Start - Home Start sessions, and this practice probably will continue until the Home Start Program is more firmly established.

Families

Home Start families were recruited by the Home Visitors. Lists of potential families were developed by the staff of each Head Start Center and by local community leaders (ministers, teachers, etc.). The Home Visitors used these lists as a starting point, obtaining additional names from each family they contacted, but eventually they resorted to "cold canvassing." Canvassing involves driving through the mountains, stopping at homes which look like kids live there (toys in the yard, children's garments on the clothesline), knocking on doors and explaining the Program to anyone who appears to be either eligible or interested. This technique has enabled them to locate and enroll 55 of the 60 families whom they intend to serve during the first year.

The families are distributed widely throughout the county. The largest number (16) is located in the Highlands area. Others are divided fairly evenly among the communities of Franklin, Union Otto, Burningtown, Nantahala and Watauga. This distribution allows each Home Visitor to work with eight or nine families.

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[2] A complete course outline, day-by-day schedules, and a list of training staff and consultants are included in the Appendix.

II. PROGRAM - WHO, WHAT, HOW

Goals and Objectives

The objectives of the Franklin Home Start Program are stated in the proposal as follows:

- To involve parents directly in the educational development of their children.
- To help strengthen in parents their capacity for facilitating the general development of their own children.
- To help families become aware of the health and nutritional needs of their family members and to plan to meet those needs.
- To use as many local resources as are available to acquaint and provide needed services to children and families.
- To strengthen (in many cases "to build") in these families a healthy self-image; offering them supportive assistance to try to engender in them confidence to work and live in the present and hope and plan for the future.
- To provide some social contacts for the parents outside the home (especially for the mothers) such as trips, outings, neighborhood gatherings, mobile classes, etc.

These broad objectives certainly reflect the concepts which underlie the entire Home Start Program, but the critical question concerns the specific goals which the program staff is trying to accomplish. Where do they hope to be six months from now? A year from now? What specific changes do they hope to achieve? How will their role be altered as these changes are accomplished?

The responses to such questions tend to be stated in very general terms. It is hoped that the overall impact of the Program will be to "break the poverty cycle" -- to expose participating families to the various resources available in the community and eventually to instill in them the knowledge and self-confidence needed to seek out and obtain those services on their own initiative.

At the present time, everyone on the Franklin Home Start staff is concentrating on one short-range goal: to be accepted as friends by the families they are serving, to gain their confidence and trust. There is no doubt that this is an important goal because, until it is accomplished, there is very little hope of success for other aspects of the Program. Most of the Home Visitors have specific short-range goals for individual families -- goals such as:

- "One little boy doesn't talk very well. I'd like to improve that by working with him and his mother."
- "One of my mothers never stays at home. I'd like to get her to spend more time with her children."
- "I'd like to have all of my parents taking an active interest in their children. Only two do now."

The Home Visitors are ideally suited for obtaining this initial acceptance. They all are natives of the areas in which they are working. Consequently, they already know many of their families or, almost certainly, some of their "kin-folks." Furthermore, they speak the local language and easily give the impression that they, too, are "just folks." Perhaps they can create the desired changes in parental attitudes through example, but there is the distinct possibility that, as they gain the confidence and the interest of the parents, they will be confronted with specific questions which could be handled more adequately if their formal training in early childhood development were more extensive. Hopefully, an in-service training program which answers this need can (and will) be developed.

The goals and objectives of the individual Program Components are discussed in the following sections.

Health

The objectives of the Home Start Health Component are described in the Home Start proposal as follows:

- To consult with local physicians, Health Department and other sources to coordinate children's and parents' health services.
- To procure medical and dental examinations for children six years old and under and for other family members whenever possible.
- To maintain health and dental records on families.
- To conduct regular meetings to instruct parents in:
    - first aid, health, hygiene and safety care;
    - availability and procedures for obtaining local services;
    - recognition of health problems;
    - preventive dentistry; and
    - effects of nutrition on one's health, etc.
- To utilize all existing health services and agencies. To assist families in obtaining these services in order that they themselves can eventually take advantage of all available services for their families on their very own.
- To instruct staff in dental health care and hygiene and preventive dentistry so that they can assist families in this area of the health component.

Medical resources are fairly limited in Macon County. There are six doctors, three dentists and one Registered Nurse (employed by the County Health Department). A schedule of the clinics which are available to all residents appears in the Appendix.

At the present time, the Home Visitors and the Home Start Nurse (an LPN) are concentrating on establishing a medical history for each child in Home Start families. A standard Health Department Record is being prepared for each child and will be retained in the Home Visitors' family files.

An explanation of all available services was included in the pre-service training, and the Home Visitors and the Nurse are on the alert for potential health problems. While the Program's financial resources for addressing problems are limited, the Home Visitors will encourage families to take advantage of available resources and will provide transportation, if that eliminates an obstacle to obtaining needed services.

The Program is providing for a physical examination (by a private physician) of all pre-school children. These children also receive a dental examination, although it is necessary for them to travel considerable distances for these examinations. Residents of Highlands must go to Walhalla, South Carolina (31 miles south). Everyone else must go to Bryson City (35 miles away in a neighboring county). Similar services will be available to other family members on an emergency basis as long as the budget holds out.

Eye examinations, treatment and surgery, as well as glasses, can be arranged through the Department of Social Services.

The Home Visitors received detailed instruction in preventative dental hygiene during the pre-service training, and they are delivering tooth brushes to each Home Start child as part of their initial visit.

Nutrition

The objectives of the Nutrition Component are presented in the proposal as:

- To make use of existing community resources and services when needed.
- To provide basic knowledge in proper nutrition and nutritional habits.
- To provide varied means of preparing and ways of preserving foods for the family.
- To provide new and varied recipes to families (especially in use of commodity foods).
- To offer assistance in the purchase of food and kitchen supplies.
- To show the importance of involving children in the learning processes of cooking experiences.
- To plan family picnics or outings for a family and/or for groups of families.
- To give basic nutritional training to staff.
- To show the correlation of nutrition and health.

The primary resources for this component will be Macon Program for Progress Homemaking Trainees and the Macon County Home Extension Agency's Nutrition Aides. Both groups will (upon request) work with individuals or with groups to provide basic instruction in areas such as:

- preparing well-balanced meals using the food they have, including donated (commodity) foods available through the Department of Social Services;
- buying wisely (comparative shopping);
- preserving and storing the foods they have; and
- preparing appetizing meals.

The Home Visitors feel that they must be fully accepted by the family before the subject of nutrition can be discussed openly. They are, however, extremely conscious of the need for good nutritional habits and will attempt to make gradual inroads by preparing nutritional snacks for the children whenever possible, and by cooking with the children and getting the mother involved during home visits. Eventually, they hope to schedule group sessions and workshops as part of the parental involvement program.

Psychological and Social Services

The Home Start proposal does not establish specific objectives for this component.

However, the primary resource for psychological services is the County Health Department (which then makes referrals to the Mental Health Clinic or the Developmental Evaluation Clinic at Western Carolina University). Similar referrals can be made through the Department of Social Services. In addition, a local psychologist is available on a limited basis at the County Health Department.

The Department of Social Services can provide counseling services in the areas of:

- family life;
- child protection;

- drug addiction;
- alcoholism;
- family planning.

The Home Start program for obtaining parental involvement will also provide families with a much-needed social outlet, an extremely important aspect of the program in this rural area where opportunities for social contact are extremely limited.

Education

It is in the area of education that the Franklin Home Start Program's objectives are most extensive. According to the proposal, this component will attempt the following:

- To help develop in the home an atmosphere which is conducive to the education and development of children.
- To develop in the child and parent a healthy self-image and self confidence.
- To provide for the child and the parent new experiences.
- To show the parent how to use home setting and environment as an educational tool for the child.
- To increase in the parents the understanding of children and to assist them to see individual needs, problem strengths, qualities in each of their children.
- To give parents a conviction that they can be truly educators of their children.
- To encourage parents to interact with the child at least a short period each day.
- To make parents aware of educational tools in the neighborhood to which they may have easy access.
- To encourage parents to take every opportunity they can to provide social contacts for their children.
- To engage the child actively in muscular and motor development such as playing, running, climbing hills, etc.
- To develop in the child all that is involved in early childhood development.
- To stimulate a child's thinking by allowing him to explore and ask questions.

- To introduce new materials such as scissors, crayons, books, paper, paste, etc., and teach the proper use of each.
- To make the child aware of his own culture by means of family discussions, field trips, books, etc.
- To permit him to become involved with creative arts, music, musical instruments, mathematical concepts and scientific experiments.
- To develop the langauage characteristics of this area.
- To increase the attention span of children.
- To increase his whole scope of the world around the child.

At the present time, the Home Visitors are concentrating on these objectives. Home Visitor activities in other program components will concentrate primarily on referrals, while they will deliver direct services in the area of education. Furthermore, during the home visits, the initial topic of mutual interest for the parent and the Home Visitor will be the child (or children). The Home Visitor must gain the confidence of both parent and child, and the best way to achieve this objective is to concentrate on activities which encourage the interaction of both.

The Activity Schedule which the Home Visitors prepare every Friday to indicate their plans for the coming week encourages this emphasis. It provides space to plan activities for each visit in the following categories:

- art;
- music;
- science;
- stories; and
- physical activities.

It also includes space for assigning activities to be completed by the parent(s) and the child prior to the next home visit. An assignment of this sort is extremely important since it clearly establishes the need for parental involvement.

The Home Visitors develop a schedule for each week and undertake the same basic activities with each family, modifying their plans as necessary to meet individual situations. As the Home Visitors become better acquainted with each family, it is anticipated that the planning will become more individualized.

At the present time, the Home Visitors are using materials received during their pre-service training and at the National Home Start Conference as their primary resources in developing their Activity Schedules. Their emphasis is on homemade playthings, utilizing materials which are available in most homes rather than toys which must be purchased. During intial home visits, they taught the children how to make paste and play dough (which is an adequate substitute to modeling clay).

III. HEAD START

Head Start, which has been in operation in Macon County since 1966, also is sponsored by Macon Program for Progress. As discussed in the "Start-Up" chapter, this program's experience with home visits was instrumental in the selection of Macon County as an initial Home Start site.

Program and Staff

Head Start serves 145 children through six Centers, one of which is a dual Center, plus one traveling teacher. The Center in Union Otto serves two groups of children. One group consists of three and four year olds. The second group is limited to pre-schoolers. The other Centers -- located in Franklin, Nantahala, Highlands, Cartoogechaye and Burningtown -- primarily serve four, five and six year olds. Each Center is licensed by the North Carolina Association of Day Care Facilities.

Each Center is staffed by a Head Teacher, a Teacher Aide and a cook. (Note: One cook serves both groups at Union Otto.) The enrollment at each center ranges from 18 to 20. The traveling teacher serves 14 families. The total staff for the program is:

Director (1)
Training Coordinator (1)
Head Teachers (7)
Traveling Teacher (1)
Teacher Aides (7)
Cooks (6)

Kitchen Aide (1)
Nurse - part-time (1)
Maintenance Man (1)
Secretary (1)

From the beginning, the emphasis in this Program has been on self-sufficiency. All of the food served in the Centers (including all homemade bread) is made from commodity foods, and the majority of the play equipment (both inside and outside) was made in a workshop in the rear of MPP headquarters -- the space which now has been converted into Home Start office space. This play equipment has been so successful that MPP is currently attempting to market it to other Head Start Programs as part of its Economic Development Program.

Similarities and Differences

The major difference between Home Start and Head Start in Macon County is that the primary emphasis in Home Start is on the parents as chief educators of their children, while Head Start concentrates on the child himself. The two programs serve the same basic target groups since Home Start is using Head Start eligibility guidelines and since the Home Start target areas are in the same general geographical area as the Head Start Centers. (Note: The two Home Visitors who are out-stationed use the local Head Start Center as a base of operations.) Of course, the expanded home visit aspects of Home Start enable that Program to reach a larger proportion of isolated families.

Shared Resources

Head Start personnel has been actively involved with Home Start from the very beginning. Hoppy Rogers, Head Start Director, was the principal author of the Home Start proposal. She helped to select the staff and to design the pre-service training. She will continue to be actively involved since she is administratively responsible for the operation of the Home Start Program. (See the "Organization", Chapter IV.)

At present, Home Start staff is drawing freely upon Head Start's supply of crayons, paper, scissors, etc., since their own supplies have not been received.

As mentioned earlier, staff in-service training sessions are being attended by the staffs of both Head Start and Home Start, and this practice will continue for the future. Furthermore, current plans are for Home Start's parent groups to be integrated into the existing Head Start Parent Policy Council.

There will be further interaction among the two programs as Home Start parents and children will be encouraged to visit the Head Start Centers periodically for the group experience, an important aspect of social development which is not available in a program which is totally home-based.

In short, there has already been a great deal of sharing between the two programs and this close interaction will continue -- to the benefit of both programs.

IV. ORGANIZATION

Policy Making

The Home Start Program is an adjunct to the Full-Year Head Start Program. (See the attached Organization Chart presented as Exhibit II.) The Home Start Director is responsible to the Head Start Director who, in turn, reports to the CAA's Executive Director. The existing Head Start Parent Policy Council will be expanded to include representatives of the Home Start families, and this group will make recommendations concerning Home Start policy. Final approval of these recommendations must come from the MPP Board of Directors.

The Head Start Parent Policy Council consists of two parents from each Head Start Center and one community representative from each Center, plus representatives of local agencies which are concerned with the children of low-income families. Home Start representation will be achieved by adding one parent from each Home Visitor's group of families.

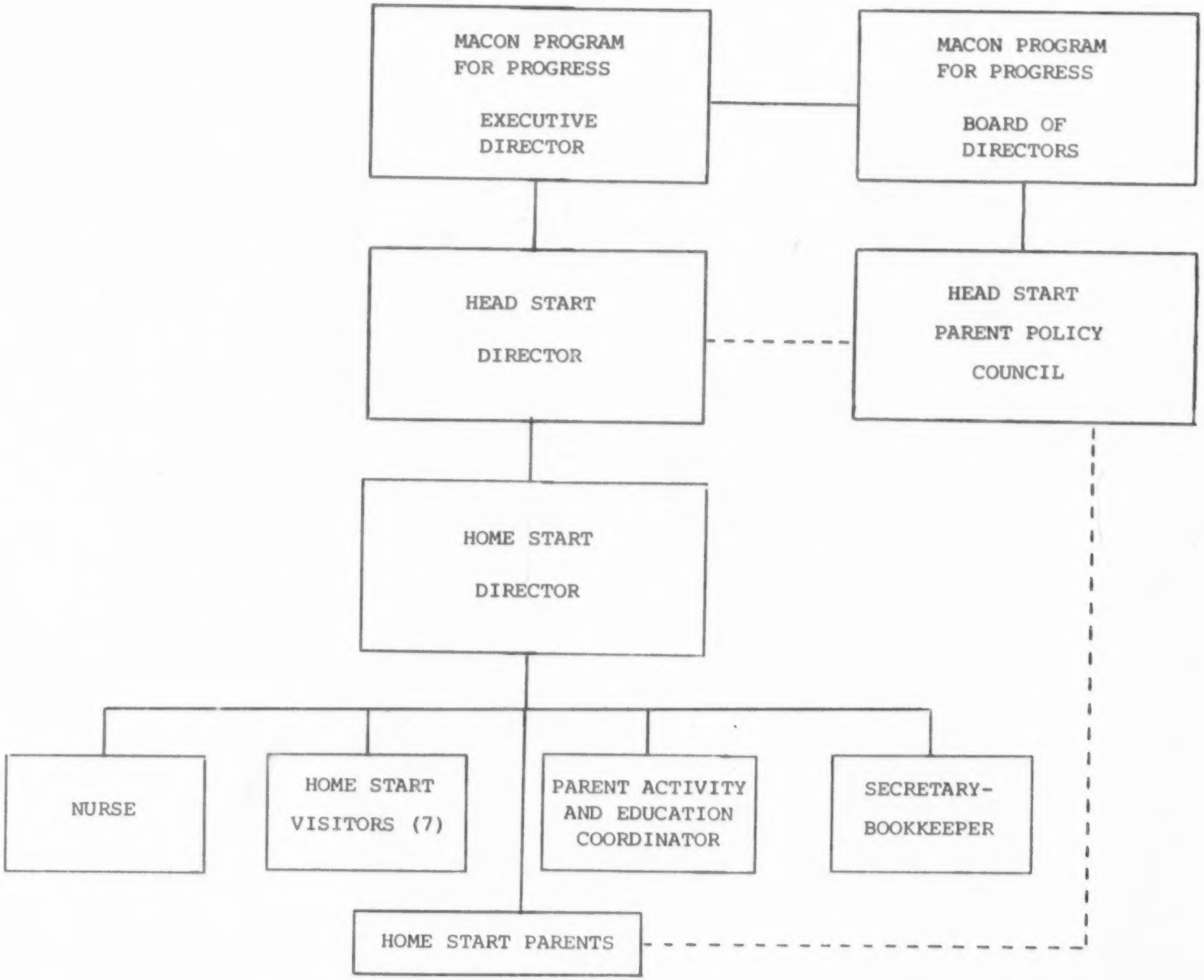
Staff Organization

The Home Start Director is responsible for planning, analyzing and evaluating the Home Start Program under the supervision of the Head Start Director. She supervises the Parent Activity and Education Coordinator, the Home Visitors and the Nurse, and will supervise the Secretary when one if hired.

The Parent Activity and Education Coordinator is responsible for planning and coordinating all training for Home Start parents and staff. At the present time, activity in this area is limited. Staff training is being held jointly with Head Start -- under Head Start supervision -- and there

EXHIBIT II

ORGANIZATION CHART
HOME START PROJECT
FRANKLIN, NORTH CAROLINA


MACON PROGRAM FOR PROGRESS
EXECUTIVE DIRECTOR
MACON PROGRAM FOR PROGRESS
BOARD OF DIRECTORS
HEAD START
DIRECTOR
HEAD START
PARENT POLICY
COUNCIL
HOME START
DIRECTOR
NURSE
HOME START VISITORS (7)
PARENT ACTIVITY AND EDUCATION COORDINATOR
SECRETARY-BOOKKEEPER
HOME START PARENTS

are no parent groups to receive training. Therefore, because she has some free time, the Coordinator (who has secretarial experience) is performing necessary secretarial and clerical functions for the time being.

The Home Visitors are each assigned eight or nine families in a specific geographic area (or areas). They are responsible for planning activities for these families and for contacting them on a weekly basis. The Nurse also makes home visits, coordinating her schedule with those of the Home Visitors.

The educational requirements for staff positions are not unreasonable. No one is required to have a college degree, although the Director's job description specifies that a college graduate would be preferred. All positions require a high school education (or GED) although in actual practice this requirement has been waived in the case of one Home Visitor. (Complete job descriptions are included in the Appendix.)

Staff Meetings and Records

Every Friday morning is set aside for in-service training. Friday afternoons are then available for staff meetings as needed, for preparing schedules for the next week's activities and for finalizing reports for the week just passed.

Each Home Visitor maintains records for her families. These records consist of a medical record prepared by the nurse and an anecdotal progress report which is updated following each contact with the family. The system is being expanded to incorporate records of referral and direct services required to comply with the OCD reporting system.

Staff Training

All staff members received three weeks of pre-service training prior to the National Home Start Conference. (See "Start-Up," Chapter I.) The in-service training program is being conducted every Friday morning in conjunction with Head Start, and the Parent Activity and Education Coordinator is evaluating specific Home Start needs for future training.

V. RESOURCES

As with most Federally-funded programs, Home Start Grantees are required to contribute local matching funds or in-kind contributions. The requirement for Home Start is that these local funds equal at least 10% of the total program budget.

Local funds are difficult to obtain in Macon County. So difficult, in fact, that OCD reduced the Head Start matching requirements from 20% to 10% at the request of the grantee. A similar request has been made in the case of Home Start, and the requirement has been reduced to 5%.

Even this target will be difficult to reach. Most of the "in-kind" contributions will be obtained as a result of parent's contributing time for such things as transporting children to various activities. One windfall in the area of local contributions is the fact that one of the Home Visitors is married to a grocery store employee who contributes to Home Start all bakery goods which are removed from the store shelves.

As a result of the Head Start experience, all persons connected with the program are fully aware of the need to maintain accurate records of "in-kind" contributions. A voucher system is used by all MPP projects including Home Start. A detailed description of program costs will be included in subsequent Case Study reports.

A complete cost-benefit analysis is being planned for the Home Start Project. Donated Goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

Macon County has had a Home Visit Program since 1967, and the experience which was gained from this Program should be invaluable in implementing Home Start. It must be remembered, however, that this is a new program -- with a new emphasis--- being implemented by new (and primarily inexperienced) staff. Getting the parents involved with their children will be a ticklish job, requiring a great deal of tact and sensitivity on the part of the Home Visitors. Everyone realizes, however, that this parental involvement is critical, for the degree of success in changing traditional parental attitudes will, in the final analysis, determine the success of the Program.

VII. APPENDIX

The Appendix consists of illustrative materials drawn directly from the Center. Included are:

- Job Descriptions
- Pre-Service Training Plan
- Training Staff or Consultants
- Clinics for Macon County

Job Descriptions

JOB DESCRIPTION

Position Title: Director, Home Start

Salary Range: $6,500 - $9,000

Immediate Supervisor : Director, Full Year Head Start

Job Description:

Nature of Work

An employee in this class performs administrative training, supervisory, and professional work associated with the operation of Home Start for preschool children. This employee supervises Home Visitors and additional staff working in the Home Start Program. The individual is responsible for planning, analyzing and evaluating the Home Start Program for the County. Considerable initiative, independent judgment, and stamina are required in organizing and implementing the overall programs and activities to meet the needs of Home Start families. The individual assists in recruiting, selecting, and recommending applicants for vacancies; and for selecting families for Home Start. The employee is responsible along with the Career Development Committee and other staff for planning and executing effective training programs for new employees and in-service staff training. Duties involve planning for Parent Committee meetings, and keeping members informed on progress of programs and activities. Work is performed under general supervision and in accordance with established policies and regulations of Head Start and Community Action Agency. Job performance is evaluated in conferences and through reports and records by the staff and the Executive Director of the Agency.

Illustrative examples of work·

Plans, organizes, coordinates and directs diversified programs for Home Start families and children.

Evaluates overall program and makes changes as needed to maintain efficient program.

Plans committee meetings and informs committee members of progress of programs and activities.

Explains progress of programs and activities to Board of Directors.

Coordinates activities of Visitors, Nurse, Parent Activities and Education Coordinator and other staff and offers supportive assistance to them.

Coordinates program with other participating agencies and educational institutions to ensure children and families receive proper services.

Plans periodic visits into homes with Visitor in order to better assist Visitor in implementing Home Start and to offer supportive assistance. These visits will also help the Director to see if the Visitor has correct attitudes, to evaluate what she is doing and how it is being done regarding human relations.

Works with Head Start Career Development Committee in planning and executing Career Development for the parents and staff.

Arranges for purchase of food supplies, equipment and toys, consumable supplies, etc., for Home Start.

Plans and conducts regular monthly staff meetings with Home Visitors and other subordinates to improve quality and effectiveness of program and to improve staff relations; other meetings will be held as needs arise.

Assists nurse if needed in making appointments with doctors and dentists for children's health needs.

Interviews and reviews applicants for work or training.

Prepares information through news media to inform public of programs and activities.

Arranges visits to Head Start Centers or field trips.

Meets with interested groups in communities to establish and maintain effective working relationships.

Prepares proposals for funding program.

Performs related duties as assigned.

Selection Criteria

1. Education — Preferred- College Graduate with experience in Child Development.

2. Experience — or: Four years experience teaching in field of child development and course or experience in administration.

3. Skills and Special Qualifications:

   Familiarity and understanding of the people in the area, who relates to adults, who creates good public relations, who is sensitive to the respect of people.

Considerable knowledge of child development.

Working knowledge of slow learners and culturally deprived.

Working knowledge of training methods and procedures.

Working knowledge of functions of participating educational institutions and agencies.

Working knowledge of geographic area assigned.

Ability to relate to people in order to offer supportive assistance.

Ability to delegate work.

Ability to plan, organize training sessions and to train staff members.

Ability to coordinate programs with other participating institutions.

Ability to adapt to changes, and to meet challenges as necessary to maintain effective program.

Ability to handle emergencies calmly and efficiently.

Ability to relate to and understand target population where she will work.

Ability to evaluate program and activities and make changes as necessary.

Ability to establish and maintain an effective relationship with other employees.

Ability to plan ahead and deal with future needs and situations.

Career Step: Extend college training. Head Start Director.

JOB DESCRIPTION

Position Title:	Home Start Parent Activities and Education Coordinator
Salary Range:	$4,000 - $6,800
Immediate Supervisor:	Home Start Director

Job Description:

Nature of Work

An employee in this position plans and coordinates all training for parents and staff in the Home Start Program, in cooperation with the Head Start Training Coordinator and the Career Development Committee. This includes developing comprehensive in-service training programs; providing career counseling and guidance; coordinating participation in the various training programs available to Home Start Staff; coordinating all logistical and administrative problems related to training and career development; also encouraging the involvement of parents in policy making decisions. The coordinator should also follow through on a program planned with the cooperation of parents, to assure that parents needs are being met.

Job performance is evaluated in conferences and through reports and records by the staff and the director of the Home Start Program.

Illustrative examples of work:

Plans, organizes and coordiantes training and activities for Home Start staff and parents. Works with Career Development Committee in planning and executing Career Development for the parents and staff.

Assists in setting up parent meetings.

Assists in interviews and reviews applicants for work or training.

Prepares information through news media to inform public of training programs or activities.

Arranges parent group visits to Head Start Centers and other field trips.

Performs related duties as assigned.

Selection Criteria

1. Education:
2. Experience

Preferred: Some college work with experience in Child Development--or--four years experience teaching in field of Child Development and Head Start experience in the Career Development committee.

3. Skills and Special Qualifications:

Sensitive to adults and their needs.

Working knowledge of training methods and procedures.

Working knowledge of functions of participating educational institutions and agencies.

Working knowledge of geographic area assigned.

Ability to inspire staff with or about training.

Ability to plan, organize sessions and to train staff members and parents.

Ability to coordinate programs with other participating agencies and institutions.

Ability to give supportive assistance to parents and other staff.

Career Step

Extend college training　　Home Start Director

DUTIES
HOME START PARENT ACTIVITIES AND EDUCATION COORDINATOR

1. Design, organize and schedule pre-service and on-the-job (in-service) training.
2. Establish a record of experience gained in Home Start to be referred to if a staff member seeks employment outside Head Start, or serve as a resource person for information relating to other career possibilities.
3. Conduct parent education classes.
4. Support the staff members and parents in identifying their goals and values and in developing their career plans.
5. Provide staff members and parents with publications, and material, giving information related to Home Start and its objectives.
6. Survey available training opportunities, including the ways in which one can obtain a G.E.D. This involves finding out when and where G.E.D. preparation classes are given in a particular locality.
7. Know the course content of educational institutions.
8. Survey colleges and organizations, etc., which offer scholarships.

9. Recommend various types of training and education to the program Director.

10. Plan and attend parent meetings, Policy Council meeting, and Career Development meetings.

11. Coordinate all logistic problems related to training, transportation baby sitting, etc., for meetings. (parents, Policy, etc.)

12. Keep brief, but accurate records of staff members and parent training, education and work.

13. Work closely with Head Start and the Career Development Committee to formulate, coordinate, and implement the total training and Career Development for staff and parents.

JOB DESCRIPTION

Job Title: Home Start Visitor

Salary Range: $3,800 - $6,200

Immediate Supervisor: Home Start Director

Illustrative Examples of Work

1. Visits in homes regularly once a week for 1-2 hours (this is a flexible schedule which may vary from 1/2 - 3/4 hour in the beginning to 2-3 hours in the end of the year)
2. Is responsible for visits to be made during weekly visits if she finds herself in the locality (this is to permit outreach by visitors since telephones and other means of communication are not often found among our target population).
3. Is responsible for planning with the Director and other staff members a total program providing services for all the components.
4. Is responsible for being available for outreach services in the evenings and on weekends when necessary.
5. Is responsible for attendance at pre-service and in-service training sessions.
6. Is responsible for investigating needs of the families and making referrals to the proper agencies providing assistance and transportation for families when needed.
7. Is responsible for notifying the Director, nurse or other staff members when their services are needed.
8. Is responsible for carrying out daily duties assigned by the Director or the grantee agency.
9. Is responsible for follow-up of referrals, keeping of necessary records deemed necessary for attaining Home Start objectives.
10. Must be willing to provide parents, especially mothers, with contacts and social visits outside the home and to become involved in group activities when her services are needed.
11. Must work to establish good rapport between community agencies and the families.
12. Must be a listener and be willing to be of service at all times if her services are needed.
13. Must try to guide and encourage families to help them see hope for the present and the future.

Selection Criteria

1. Education:	High School or G.E.D. College degree in early childhood education (if possible)
2. Experience:	At least 3 years successful experience in working with young children and a facility for dealing with adults, some basic knowledge of communication and human relations.
3. Skills:	Facility to deal with adults, personable and sensitive to people, their feelings, needs, etc. Working knowledge of the geography of the area and the culture of the people: ability to relate to the people in the area. Ability to plan and organize activities, to keep records, etc. Ability to listen, to understand, to guide. Basic knowledge of early childhood development and the other components. Ability to deal with social service agencies having a working knowledge as to how they operate. Must be able to drive an automobile. Must have good common sense and a sense of humor.

Career Step

Head Teacher in a Head Start Center

Home Start Parent Activity and Educational Coordinator.

JOB DESCRIPTION

Position Title:	Home Start Nurse
Salary Range:	$4,000 - $6,800
Immediate Supervisor :	Home Start Director

Job Description:

Nature of Work

An employee of this class performs skilled duties in the area of health for parents and children of low income families. The employee must be familiar with health practice, health services, and health education; she is responsible for the Home Start health program. She must be able to work well with children and adults. She must be able to 'feel good' about going into the homes of these families and discussing their health problems with them. The work is evaluated through observation and reports by the director or teacher.

Illustrative Examples of Work

1. Arranges for health screening and various tests and immunizations for children.

2. Coordinates as needed among Home Start director, parents, physician and the Health Department in arranging treatment for the health needs of Home Start children. She will serve on the Home Start Medical-Dental Review Committee.

3. Coordinates among Home Start director, physicians, parents and Health Department to insure the proper follow-up after the child has received medical advice or treatment.

4. Assists the Home Start director in maintaining records, forms, purchase orders, etc., related to health services.

5. Helps to inform staff and parents on the availability of health services in the community. Assists director in training sessions with staff and parents.

6. Visits homes regularly in order to meet special health needs.

7. Transport children to dental appointments, medical examinations and treatment. Parents will accompany the nurse on these trips so that gradually the parent may become independent and request these services herself.

8. Performs related duties as assigned.

9. Works with director to arrange for needed developmental evaluations.

Selection Criteria

1. Education : High School or G.E.D. required.
   Licensed Practical Nurse Certificate (if possible)

2. Experience: Working with preschool children.
   Working with adults and relating well to them.
   Experience in the medical field.
   Sensitive to the feelings and needs of the target population.

3. Knowledges, skills and abilities

   Own and operate a car.
   Knowledge of the geographic area.
   Knowledge of health practices.
   Knowledge of health services of the county.
   Sensitive to adults and their needs.
   Kind and understanding.
   Supportive attitudes.

Career Step

Continued Higher Education.

JOB DESCRIPTION

Position Title:	Bookkeeper
Salary Range:	$3,600 - 4,500
Immediate Supervisor:	Home Start Director

Job Description

Nature of Work

An employee in this class performs responsible clerical work in connection with the preparation of payrolls. The work requires familiarity with payroll procedures and the unusual factors peculiar to the agency. There is considerable demand for accuracy and application in performing detail work. The work requires use of initiative in routine matters and referring to the Accountant for advice only when unusual problems arise. The work is carried out under general supervision and is subject to a check for accuracy and neatness. (Financial records are audited annually).

Illustrative Examples of Work

Examines employees' time and travel sheets and bills received for accuracy in billing, addition, and multiplication.

Enters each item billed into proper account number for each program according to budget category bill will be paid from.

Prepares payroll and billing checks, and reviews check for accuracy.

Submits checks for signatures, distributes payroll checks to supervisor and mails billing checks.

Prepares payroll work sheets consisting of a summary of employees' total wages, Federal tax, State tax, insurance and net amount received.

Enters pay period checks and vouchers into journal record book, and totals and balances journal.

Maintains files on invoices, and time and travel sheets; and maintain records of sales tax paid to file a refund at the end of year.

Assists in checking bank statements and prepares bank reconciliation reports.

Performs related duties as assigned.

Knowledges, Skills and Abilities

Working knowledge of payroll procedures.

Knowledges, Skills, and Abilities

Working knowledge of basic bookkeeping procedures.

Working knowledge of modern office practices.

Working knowledge of methods of budgeting and funding programs of the agency.

Working knowledge of typewriter and calculating machine.

Skill to operate typewriter with speed and accuracy.

Ability to make accurate arithmetic calculations with or without a calculator.

Ability to change readily from one type of assignment to another and to concentrate on details.

Ability to handle confidential information with discretion.

Ability to maintain effective working relationships with other employees.

Selection Criteria

1. Education: High School graduate necessary, with typing and bookkeeping courses.
2. Experience: Experience in detail bookkeeping.

Career Step

Continued Higher Education.

JOB DESCRIPTION

Position Title: Secretary

Salary Range: $3,528- 4,472

Immediate Supervisor: Home Start Director

Job Description:

Nature of Work

An employee in this class performs general clerical work of a responsible nature. The employee handles confidential information which requires the exercise of discretion. Considerable typing is involved in transcribing from dictaphone and longhand notes. The employee must be familiar with the general functions of the agency, and its relationship to the community. The employee must be able to organize work efficiently, and recognize work tasks as to priority. The work is carried out under general supervision and evaluated by observation and review of work.

Illustrative Examples of Work

Transcribes and types correspondence, memos, and other matter from dictaphone.

Types stencils of proposals, progress reports, evaluations, budgets, forms for Home Start use, and related reports.

Composes routine letters for Home Start Director and other staff.

Prepares letters to Home Start Parents and community members regarding activities and meetings concerning the agency.

Answers telephone, screens calls, takes messages, and makes calls.

Processes incoming and outgoing mail.

Performs related work as assigned.

Knowledges, Skills and Abilities

Considerable knowledge of modern office practice.

Working knowledge of the organizational structure and functions of the Agency.

Working knowledge of business English, spelling, grammar, and sentence structure.

Working knowledge of the operation of business machines such as mimeograph, adding machine, transcriber, addressograph, and photo copy machine.

Knowledges, Skills and Abilities, Cont'd

Skill to operate a typewriter with speed and accuracy.

Ability to deal courteously and tactfully with the public.

Ability to work with and receive instructions from Supervisor.

Ability to set up and maintain orderly files.

Ability to maintain effective working relationships with other employees.

Ability to proof read accurately.

Ability to do art sketches on stencils.

Selection Criteria

1	Education	High School graduate desired.
2.	Experience	Experience in office work Typing - 60 wpm.

Career Step

Continued Higher Education

Pre-Service Training Plan

PRE SERVICE TRAINING PLAN

Course Title: Basic Child Development Course

Proposed Credit: Six Hours. (90 contact hours required)
(Mans Hill Ed 201)

Proposed Time Schedule: Three Weeks -- March 13 - March 31
8:30 - 12:00 -- 1:00 - 3:30
(6 contact hours per day x 15 days = 90)

Objectives and Areas to be Studied:

1. Basic information about Home Start and its goals and objectives.
2. Training which will give expertise in working with adults.
3. Training in human relations.
4. Basic information about health, safety, preventive dental care and nutrition in respect to working with Home Start families.
5. Basic information about the general behavior and characteristics of preschoolers.
6. Knowledge and a means of involving parents directly in the development of their children.
7. Basic information about county agencies, resources and other programs that can assist in meeting needs of Home Start families.
8. Introduce to visitors how they can relate to parents some games, stories, finger plays, songs, rhythmic activities, motor skills, etc., that the whole family can be involved in.
9. To introduce audio-visual aids and equipment and how they can be used in the homes.

COURSE OUTLINE

I. Introduction

  A. Information about the Home Start Program.

  B. Information about the Head Start Traveling Teacher and her activities with her families.

  C. Other information pertaining to programs and ideas pertinent to working with Home Start families.

II. Discuss how to involve mothers and fathers in the development of their children.

III. General behavior and characteristics of infants to six.

IV. Human relationships.

V. Discipline.

VI. Health and safety in the home.

  A. Health, safety and first aid.

  B. Nutrition.

  C. Housekeeping hints.

VII. Preventive dental care.

VIII. Curriculum.

  A. Variety of arts and crafts, music, games, language development, books, finger plays, science, water play, outdoor play, trips and other curriculum activities that are adaptable to the home.

  B. Manuscript writing.

  C. Audio-visual equipment.

IX. County agencies and resources.

  A. Health Department
  B. Social Services Department
  C. Home Economics Extension Department
  D. Macon Program for Progress component programs
  E. Local educational opportunities
  F. J. R. Dimsdale, D.D.S.
  G. Mental Health
  H. Developmental Evaluation Clinic
  I. Speech and Hearing Clinic
  J. Other

PROPOSED DAY-BY-DAY PLAN

FIRST WEEK

Monday, March 13

(Shirley and Lucy)

1. Introduction.
2. Information about Home Start Program.
3. Information from Head Start Traveling Teacher.
4. Discuss field experience with Traveling Teacher.
5. Movie: "Take a Running Start."
6. Discuss how we can tie ideas from the movie into our daily Home Start plans.
7. Give out notebook materials.
8. Introduce books, pamphlets, rainbow series, etc.
9. Manuscript writing.

Tuesday, March 14

(Becky J. Stradley)

1. Discuss how to involve mothers and fathers in the development of their children.
2. Movie: "Parents are Teachers Too" (22 minutes).
3. Present discussion guide and have general discussion.
4. Participate in an activity (or game) that fathers and mothers could do with the visitor or children.

Wednesday, March 15

(Shirley, Lucy, Bobbi)

1. Make playdough.
2. Make paste.
3. Make fingerpaint.
4. Mixing paint.
5. Discuss and plan an activity to accompany productions.
6. Movie: "A Day in the Kindergarten" (Hoyle).
7. "Early Expressionists."

Thursday, March 16

(Shirley & Bobbi)

1. Cooking and Science Projects.
2. Movie: "Jenny is a Good Thing."

Friday, March 17

(Sherri Metzger, Emily Lloyd)

1. Water Play.
2. Outdoor Play.
3. Trips.

SECOND WEEK

Monday, March 20 (Mrs. Hoyle)	General behavior and characteristics of infants-six years old.
Tuesday, March 21 (Mrs. Hoyle)	Continue general behavior and characteristics of infants-six years old.
Wednesday, March 22 (Betty Crowe)	A.M. Music.
	P.M. Health and safety in the homes. - first aid
(Mildred Wallace)	- communicable diseases - cleanliness - filmstrips, movies on health and safety in the home
Thursday, March 23 (Mrs. Hoyle)	Curriculum activities and materials adaptable to the home. For example: kitchen utensils (how pots and pans can teach measuring, size, shape, etc.).
Friday, March 2 (Mrs. Hoyle)	Language development - books - finger plays - games

THIRD WEEK

Monday, March 27		County Agencies	
		- Social Service Department	(8:30 - 10:00)
		- Home Economics Extension	( )
		- M.P.P. Components	(1:00 - 3:00)
Tuesday, March 28 (Dr. Dimsdale)		Preventive Dental Care	
		Movies	
Wednesday, March 29	A.M.	Mental Health	(8:30)
(W.C.U.		Speech and Hearing	(9:30)
personnel)		Developmental Evaluation Clinic, W.C.U.	(10:30)
	P.M.	Southwestern Technical Institute	(1:00)
(Linda Frady)		Health Department	(2:30)
(Mildred Wallace)		Family Planning	
Thursday, March 30	A.M.	Movie: "Look At Me." (Modern T.P.)	
		Filmstrip: "Teaching Deprived Children."	
(Shirley			
and	P.M.	Summarize, evaluate and tie together training to this point.	
Lucy)		Audio-Visual equipment.	
Friday, March 31 (Becky J. Stradley)		Human Relationships	
		Discipline	

Training Staff or Consultants

TRAINING STAFF OR CONSULTANTS

Geneta Rogers	Director, Full Year Head Start
Shirley Young	Traveling Teacher, Full Year Head Start
Lucy Pickens	Training Coordinator, Full Year Head Start
Mildred Wallace	Nurse, Full Year Head Start Director, Family Planning Program
Mrs. Annie Hoyle	Professor, Western Carolina University, Cullowtree, N.C.
Mrs. Sherri Metzger	Specialist, Early Childhood, Asheville, N.C.
Mrs. Emily Lloyd	Asheville Child Development Training Staff
Mrs. Barbara Hodgins	Teacher, Full Year Head Start
Betty Crowe	Teacher, Full Year Head Start, Cherokee, N.C.
Margaret Ramsey	Outreach Coordinator, Homemaking Trainers
Earl Holland	Supervisor, Housing Services
Betty Warstler	Coordinator, Macon Crafts
Harold Warstler	Executive Director, Macon Program for Progress
Ralph Welch	Supervisor, Operation Mainstream
Edwin Nolen	Director, Economic Development
Mrs. Jessie Cabe	Home Economics Extension
Mrs. Ruth Patton	Department of Social Services
Dr. J. R. Dimsdale	Head Start Dentist
Miss Linda Frady	Nurse, Macon County Health Department
James Cross	Mental Health Consultant, W.C.U.
Mrs. Ruth English	Consultant, Developmental Evaluation Clinic, W.C.U.
Stephen Mirman	Speech and Hearing, W.C.U.
Mrs. Rebecca J. Stradley	Madison-Buncome County Head Start Director

Clinics for Macon County

CLINICS FOR MACON COUNTY PEOPLE

CLINIC	WHEN	WHERE	WHO
Chest	1st Fri. every 3 months (Feb., May, Aug., Nov.)	Franklin Health Dept.	Dr. Hess from Black Mountain
Eye	Usually every 2nd Tuesday	Franklin Health Dept.	Dr. Weizenblatt
Well Baby (Highlands)	Every 2nd Wednesday in Month	Highlands	Dr. Mangum
Well Baby (Franklin)	Every 3rd Wednesday in Month	Franklin Health Dept.	Dr. Daniel
Crippled Children	Every 3rd Friday in Month	Bryson City	Dr. Bacon Dr. Atkin
Mental Health	Every 4th Tuesday in Month (some months a 2nd Tuesday)	Franklin	Dr. Amelia Kahn
Family Planning	By Appointment 524-4471 (Monday through Friday)	Franklin	Dr. Kahn
Heart	Every Tuesday Morning	Sylva	Dr. Morgan
Cancer	Every Friday Morning	Sylva Hospital	
Urology	Every 1st and 3rd Wednesday	Sylva	Dr. Codnere
General Immunization "Shot Days"	Every Thursday 8:30 - 12:00 1:00 - 4:00	Franklin Health Dept.	
Developmental Evaluation Clinic	By Appointment and Referral	Western Carolina University Cullowhee, North Carolina	

CLEVELAND HOME START PROGRAM
Cleveland, Ohio

Case Study I June 1972

Cleveland Home Start Program
Cleveland, Ohio

Principal Author: Bill Walker

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IN BRIEF

June 1972

GENERAL

TYPE OF PROGRAM:	Urban with one Central Office and two satellite offices in Day Care Centers, one office in OEO Outreach Post X one in a settlement house.
SPONSORED BY:	Delegate -- Center for Human Services Grantee -- Council of Economic Opportunity of Greater Cleveland
ADMISSION CRITERIA:	Head Start Guidelines
PROGRAM START-UP DATE:	April 1972
HOURS OPEN:	N.I.
FAMILIES RECRUITED:	38

STAFF

TOTAL PAID STAFF:	6	Total Full-Time:	6	Total Part-Time:	0
TOTAL IN-KIND STAFF:	2	Total Full-Time:	0	Total Part-Time:	2
ETHNICITY OF STAFF:		Anglo:	0%	Indian:	0%
		Black:	100%	Oriental:	0%
		Chicano:	0%	Other:	0%
SEX OF STAFF:		Female:	100%	Male:	0%

STAFF POSITIONS:	Project Director, Program Coordinator, Educational Director, Home Visitor (6 positions), Clerk-Typist
POSITIONS OPEN:	Program Coordinator, Educational Director, 4 Home Visitors

CHILDREN

TOTAL HOME START CHILDREN: 41

TOTAL CHILDREN (ELIGIBLE FAMILIES): 149 0-3 years: 30 3-5 years: 41 6-21 years: 78

ETHNICITY OF FAMILIES:
Anglo: 0% Indian: 0%
Black: 100% Oriental: 0%
Chicano: 0% Other: 0%

SEX OF HOME START CHILDREN: Female: N.I. Male: N.I.

PARENTS

SEX OF FOCAL PARENT: Female: 100% Male: 0%

EMPLOYMENT OF FOCAL PARENT:
Employed: 0% In School or Training: 0%
Unemployed: 100% Unknown: 0%

EMPLOYMENT OF OTHER PARENT:
Employed: 25% In School or Training: 0%
Unemployed: 25% Unknown: 50%

COSTS

TO PARENTS: None

TO PROGRAM: Information not available until second case study.

ESTIMATED FUNDING:

HEW:	$100,000
In-Kind:	10,030
Total:	$110,030

FOR FURTHER INFORMATION, CONTACT:

Ms. Mary Martin
Project Director, Cleveland Home Start Program
Day Nursery Association
2084 Cornell Road
Cleveland, Ohio 44106

JUNE 1972

The Day Nursery Association's (DNA) offices, located on Cornell Avenue, are impressively new and modern facilities. An efficiently designed nursery, an open classroom, a music room, and a "playground" occupy the first floor. On the second floor are comfortable offices, decorated with the drawings done by children in the Center. The appearance of the Home Start office is a subtle introduction to the vast planning, organization, and effort that goes into providing child care in Cleveland.

The Day Nursery Association is now a Division of the Center for Human Services, administered by Dorothy Haffey, Executive Director, and Richard Jones, Assistant Director. They are serious people who obviously have a sincere commitment to providing quality child care for the participants they serve. Part of that commitment can be witnessed by the effort that goes into the training and supervision of Home Start staff.

Mary Martin, Project Director of Home Start, and Richard Jones hold both pre-service and in-service workshops for Home Start staff on a regular basis. Presently there are four Home Visitors (the projected total is eight), all of whom are Black and share in the desire to learn, teach, and share their experiences and training with the families they serve. The in-service workshops are lively and enthusiastic but rarely depart from the need to focus on developing methodologies and materials that will provide meaningful stimulation for children and which will encourage parent and child interaction.

The most recent project for in-service training was the development of "Beautiful Junk Bags". These bags contain paper materials which are commonly found in the household, including empty egg cartons, milk cartons, toilet paper roles, empty plastic bottles, newspapers, and other items.

The basic philosophy behind making toys from materials easily obtainable in the home is that parents should not be forced to buy expensive toys which they cannot afford, and which may consequently lead them to believe that the ability to purchase such items is a prerequisite to participating in the Program. In addition, using household items to produce the desired toys can prove to be a stimulating experience for both parents and children.

Because the Home Start staff believes that they should experiment with all materials before they take them into the homes, an in-service workshop was held to demonstrate skills in puppet-making. Toilet paper roles and colored paper were used to make the puppets, and everyone present participated in designing and building their own "Puppet Show". After completing the puppets, the Home Visitors were asked to produce their own puppet show--complete with "stage props" made out of other paper materials. The focus of the exercise was not simply entertainment, however. The Visitors were asked to focus on the utility of using such a learning techniques in their home visits: Was the puppet show simply to entertain children? To keep them quiet and out of their mother's way? What are the specific purposes of such a learning device?

Upon reviewing the production, discussions indicated the myriad of ways such a device can be appropriate and useful in the home setting and how such tools would, in fact, stimulate and educate children and parents. Color concepts, numerical concepts, self-identifications, verbal interaction between audiences (other children and parents) and hand-eye coordination and development, were all aspects of a simple exercise of making and producing a Puppet Show.

At the conclusion of the exercise, Mary Martin confirmed her appointments with the Home Visitors; appointments which are made each week. Mary Martin makes a point of meeting individually with each Home Visitor in order to provide her with personalized in-service training and to help in the development of each Home Visitor's skills. During this weekly interview, the Home Visitor is given the opportunity to draw upon the Director's expertise in management and child development in order to answer problems she may be having with home visits.

One Home Visitor encountered a mother who was skeptical about her child's ability to learn. The Visitor, however, was able to demonstrate to the mother that her child was enthusiastic and had the ability to learn if he was given the opportunity to create things for himself. The Visitor taught the mother and child how to make paper flowers and in the process the mother also learned that she might have under-rated her child's ability to learn. Now the mother is confident that with the aid of the Home Visitors, she will be able to provide her child with basic skills, and that "he will know something" when he goes off to school. He will be able "to hold his own."

Buildings like the new modern facilities of Day Nursery Association rapidly change in the areas leading to the other satellite Day Care Centers. Within several blocks of DNA are decayed and vacated buildings, littered streets, no playgrounds, and poor evening lighting. This is the area from which the Home Visitors and families were recruited. They understand the families are doing their best to take what they learn back into the neighborhoods they know so well.

I. START-UP

Community and History

The information dealing with the background and history of the Cleveland Home Start Program can be drawn directly from the Home Start Proposal. According to recent statistics, compiled by the U.S. Census Bureau, within the poverty areas of Cleveland there are over 27,640 children under the age of five years. Within each area over one third of the population is presently receiving Public Assistance, or is below the poverty level. In the central area, for example, over 70%, or approximately 47,000 persons, are currently receiving Public Assistance. In the same area, over 41% of the population has an annual income of less than $3000. Although an accurate computation is not yet available, approximately 1,296 children were served in 95 Child Development, Head Start, and Day Care Centers in September, 1971. It is apparent from these statistics that additional assistance programs are desperately needed.

Cleveland is known nationally for some interesting but somewhat paradoxical events. It is a city with a very visible political life. It will be remembered for having selected one of the first Black Mayor s of an urban setting, indicating the racial progressiveness of the Cleveland majority. However, Blacks are still being beaten and killed if they have not vacated certain White sections of town by nightfall. Mayor Stokes, now living and working in New York, has been replaced by a clearly conservative Anglo who at present wishes to control all Federal monies coming into the City. The town is known for having some leading universities and colleges. Yet, crime within the institutions, racial tension and student dissatisfaction, have become more and more evident within the last decade. All over town one can see billboards telling you that "Big Business is doing something about the pollution problem," but Cleveland is still one of the country's most polluted cities, to say nothing of the famed Lake Erie upon who's banks it sits.

The Day Nursery Association (DNA) of Cleveland was established in 1882. Very early in its development it became interested in the education of children and the various kinds of supportive services which would enhance family development. Kindergartens, and one of the first nursery schools in the United States, were also established in the Cleveland area by DNA. Over the years the Association has added services and Day Care Centers to the city. It operated a small demonstration program in Family Day Care in the late thirties, and in 1961 it established a therapeutic and research nursery school and kindergarten. In 1965, at the request of The Council of Economic Opportunity of Cleveland, the Family Day Care Homes and Centers Program was developed. The Day Nursery Association is now a division of the Center for Human Services. The Center for Human Services, incorporated in 1970, brings together five agencies that represent many years of service to the Greater Cleveland community. They are: Cleveland Homemaker Service Association, Day Nursery Association, Family Service Association, Traveler's Aid, and Youth Services. The Center's primary goal is the preservation and enrichment of family life.

The DNA staff has learned, and is continuing to learn, about helping parents to teach children in their own homes. The staff intends to apply what they have learned to the new Home Start Program, and hopes to discover more about the process.

Recruitment

The recruitment of the Home Start families occurred in several ways. As stated in Cleveland's Home Start proposal, large families and families with young children were actively sought out in the community. So far 38 families have met the HEW, Head Start, Home Start guidelines concerning poverty level income with children aged 3-5.

All agencies within the Center for Human Services have been contacted to locate eligible families. Materials containing information about Home Start were distributed. Community agencies such as Public Housing Projects, Neighborhood Centers, the County Welfare Department and other projects were notified so that they could refer families to the Program. Home Start information materials were also made available to churches, settlement houses, Parent Teacher Association Chairpersons and school principals.

The most successful method of recruitment was going into the communities and knocking on doors. In the initial stages of the Program's development there was some concern about families' willingness to let outsiders inside the house. Both Home Start and Head Start Programs have been successful, but there are some indications that parents might prefer Center-based operations. This may be due to the lack of any previous extensive or successful home-based operations. However, the Home Visitors found several parents were willing to give it a try after receiving a thorough explanation of Home Start, particularly because of their desire for their children to learn.

It still appears that Home Visitors are having some difficulty getting into the homes of Appalachian families.

Training

Mr. Jones and Ms. Martin attended the National Home Start conference held in St. Louis. They returned to implement a very thorough pre-service training session for the Home Visitors.

Training took place in late April with a general introduction to the Home Start Program and a week of learning activities which were called Pre-In-Service Training. New staff were introduced to other staff and activities began with orientation to history, philosophy and goals of Home Start. This orientation was the basis for more in-depth work to be done as continuing in-service training. Discussion included the philosophy of Federal appropriation for the Home Start Programs; long and short term goals for the Program and staff; and other Home Start Programs throughout the country.

After orientation, the formal Pre-In-Service Training began. It took place one half of every day during the first week of May, 1972. Staff discussed the relationship of the Center for Human Services to the Home Start Program. The relationship of Head Start to Home Start was also covered.

Other topics discussed were such things as: Organization of the Home Start Program, job responsibilities, record-keeping, and recruitment of families. Role play of parents meeting Home Visitors for first time, and discussion of that role play, also took place. The role of the Home Visitor, interviewing techniques, and how to listen to families, were examined. Finally, how to "scope" or "size up" neighborhoods to learn local resources, recreational facilities and the use by neighborhood families of the resources and facilities was discussed. This Pre-In-Service Training Program provided a sound foundation upon which the Home Start Director, with the assistance of Mr. Jones, could build the in-service training program.

Families

Of the 80 families to be recruited, 38 are now being served. All are Black and all receive food stamps and are on Medicaid. Eighteen live in Public Housing, 35 are on Welfare (AFDC).

Thus far the Home Start staff have been unsuccessful in their attempts to enroll poor white families. There are many poor whites living on the West Side whose origins are Appalachian. They are a very clannish group who still consider their home the hills of West Virginia and who feel that Cleveland has little to offer them in almost all respects. Unemployment is high, the quality of education is low, and apathy flows throughout. To break into and provide "preventive intervention" for these families will take much more time than that required by the Black communities.

It is anticipated that several Spanish-speaking families will also be enrolled. Involvement of Spanish-speaking families is being handled primarily through the Spanish-speaking Committee of the Near West End. The Committee plays a critical role in deciding what programs are to be located in the area to serve its Puerto Rican, Cuban, Mexican and South American groups.

II. PROGRAM -- WHO, WHAT, HOW

Goals and Objectives

The Cleveland Home Start Program, although it remains in the early stages of its development, has been able to isolate formative objectives for the direction of its growth. The overall program goals and objectives concentrate on the realization that the Home Start Program should provide a stepping stone in helping families and people help themselves.

The goals of the Program, as stated in the proposal, are:

- To involve parents directly in the educational development of their children.
- To help strengthen in parents, their capacity for facilitating the general development of their own children.
- To demonstrate methods of delivering comprehensive Head Start type services to children and parents (or substitute parents) for whom a center based program is not feasible.

In order to realize these goals, Home Start has chosen to concentrate on:

- Various approaches to child rearing.
- Various resources in the community and how to use them.
- Information about various health problems and existing community services to alleviate health problems.
- Information about nutrition and meal planning.
- Ways to turn everyday experiences into constructive training experiences for children using elements of the child's typical environment such as trips to the grocery store, training opportunities at dinner time, etc.
- Ways of encouraging children's language development.
- Through the implementation of all components, a more positive self-image for parents.

The following sections deal with the specific objectives of each Home Start Component and how they will be met. The objectives have been designed and agreed upon by the present Home Start Administration and staff. The underlying philosophy which engages these components is that the Program goals cannot be met unless each Program component can attempt to meet its own objectives in terms of families and children.

Health

The overall objectives of the Health Component will be to ensure that the child's and family's future health be preserved by providing preventative as well as curative health care. The existing health facilities in Cleveland have proven to be extremely cooperative in supporting this concept. Recipients of welfare grants are not, in most cases, charged for the health services delivered by these facilities. Low-income families are charged on a sliding fee scale.

The specific objectives of the Cleveland Home Start Health Component are:

- To support the Home Start families' own strengths in seeking and using needed community health services.
- To reinforce the Home Start families' efforts to follow through on the delivery of service.
- To identify unmet health needs and to give support and active help in procuring needed services.

The Health Component of the Home Start Program will be developed mainly by the Home Start Program Coordinator with Dr. Zolton Klein, a pediatrician, serving as a consultant to the coordinator.

Dr. Klein will be assisting in developing a referral system for specific health programs, such as lead poisoning and Sickle Cell Anemia. These referrals will be made to existing health resources at their own respective locations. It does not appear, at this time, that health services will be delivered on a community basis. The Program Coordinator will be responsible for coordinating the Health Component. Because she is familiar with existing health facilities, she will be able to consult with Home Visitors in ensuring that families receive adequate health care. The Program Coordinator has just been hired and will begin to further define objectives and contacts shortly after her arrival on staff, June 26, 1972.

In all cases, every effort will be made to familiarize Home Start families with the available health services and to encourage them to seek assistance through the appropriate facilities. Parents will receive appropriate information about available health services during their group meetings. The meetings will also serve as a place to discuss common health problems among families.

The Home Visitor will assist each family in preparing a list of emergency telephone numbers in the event that medical services are needed at a time that Home Start Staff members are not available.

Nutrition

The specific objectives of the Nutrition Component are:

- To reinforce the family's own strengths and preferences in food planning, preparation and purchasing.
- To offer education on the relation of food to family health.
- To offer support in obtaining needed resources to provide adequate nutrition.

The Nutritional Component of the Cleveland Home Start is to be implemented by the Program Coordinator (who will also have Supervisory responsibility for four Home Visitors). When Dorothy Haffey told the School of Nutrition at Case Western Reserve University about Home Start, they said they would be willing to place three graduate Nutritionists to work with the Program Coordinator.

The Program Coordinator, working with Nutritionist Consultants, will use in-service training sessions to provide nutrition education. The staff feels that nutrition education is very critical, both physically and emotionally. It is also important for the staff to be sensitive to different life styles when advising on meal planning and diet.

In addition to the in-service training for Home Visitors, the plans call for some direct service to parents on meal preparations. Pamphlets and other information resources are being collected to distribute to Home Visitors and to parents.

Psychological and Social Services

The specific objectives of the Psychological and Social Service Component are:

- To strengthen the family's abilitiy to facilitate the general development of its members through exploring new approaches to areas specifically related to the development of mental health.
- To facilitate the family's ability to make positive use of community resources.

Psychological services will be provided to the Home Start families by relying on the assistance of consultants who will deal directly with families or who will provide training for Home Visitors. Commitments from Dr. Furman, a psychiatrist, and Ms. Furman, a Child Therapist, have been given to Home Start. Ms. Furman is presently serving as a consultant to the Day Nursery Association and will be utilized in that capacity in the Home Start Program.

Home Visitors will receive training so that they will be aware of "normal child development." This will allow them to detect and refer children whose behavior whose behavior appears to be deviant. The Mental Development Center located on Case Western Reserve University's campus will assist in providing in-service training for the Home Visitors concerning the development of the pre-school child.

Social Service is a component that overlaps other components and ties the Home Start Program together. The Project Director has her Master's in

Social Work (MSW) from Case Western Reserve and will render her professional services directly to the participants of Home Start, if necessary. The Program Coordinator who had just recently been approved, also has her Master's in Social Work. Having two professionals on staff will greatly enhance the ability of the Home Start Program to provide in-service training and direct service in the area of social development.

Ms. Eleanor Bassit from the Counseling Department of the Center for Human Services will also be providing in-service training for the Home Visitor. Her presentation will concern itself with Family Life Education. It will attempt to give a total view of the family.

Education

The focus of the Education Component objectives, as they relate to overall program goals, include attempts:

- To help a child develop a sense of self-esteem.
- To foster, as his/her own self-esteem develops, his respect for other persons.
- To stimulate curiousity, to encourage questioning and to allow exploration.
- To sharpen perceptual discrimination, visual, auditory, tactile, and olfactory.
  - Encourage comfortable expressions of thought and feelings, and
  - Develop language skills.
- To develop the ability to listen with understanding and empathy when others are speaking.
- To develop manipulative skills -- small muscle development and hand-eye coordination.
- To identify special problems -- physical, intellectual, emotional and social.
- To make referral to appropriate agencies when there are special problems.

It is important to note that the achievement of the goals set for the Education

Component are closely related to an on-going process of staff development and training. For example, in order to meet the objectives of the Educational Component, it is critical that Home Visitors develop a sense of competence in teaching skills, and that they polish their observation techniques and sensitivities. As a result, an emphasis is put on meshing the delivery of educational services with the developmental stages of staff training. Monday mornings are set aside for focusing on the Education Component by drawing staff into in-service training sessions. The Home Visitors have found that the first morning of the week is not the best time for doing home visits, so the four Home Visitors at Bingham Day Care Center (one of the 10 operated by the Divison for Human Services) to discuss various methods and techniques for working with the overall educational development of the families they serve.

Additional planning for the Education Component has gone forward. Mr. Jones and Ms. Martin have been reviewing various sources of information on curricula for the pre-school years and have made some preliminary decisions about approaches to adopt. Mr. Jones would like to see the Education Director develop a "model" -- a cohesive framework which places all the educational goals into a logical perspective so that the para-professionals have a basic understanding of what they have to do to realize their objectives.

Three sources are, at present, providing ideas, materials and direction toward implementing a program to achieve the goals for the Home Visitors (and as a direct consequence, the goals for the children). Portions of the DARCEE Skill Curriculum Model will be adopted. This classified developmental skills into sensory skills, abstracting and mediating skills, and verbal and motor response skills. As a resource in the cognitive area, some of the materials developed by the High/Scope Foundation for use in the cognitively oriented curriculum in Planned Variation Head Start will be used. Finally, activity kits developed by Earladeen Badger to sequence and chart a child's development have been ordered. These will become a part of the equipment of each Home Visitor.

Although these are the major resources at present, Richard Jones forsees a lot of experimenting with ideas from many sources. There is one important rule to guide this experimentation: always try out a new procedure before taking it directly into the home.

The extensive experience of the Day Nursery Association (now incorporated into the Center for Human Services) in Child Development Programs for many years (Day Care Centers, Day Care homes, Nursery schools) is an important "plus" for the Cleveland Home Start. This experience means that there are resource materials in addition to the above educational resources, to draw upon in developing the Educational Component of the Home Start Program.

For example, the Day Nursery Association had developed a "kindergarten log" to be used in their Day Care Centers. This is a 125-page book containing "lessons" classified under social studies and science. Each lesson topic lists its purpose; e.g., the unit on time has as its purpose the development of an awareness of time and the orderliness of the universe; the purpose of the unit on insects is to acquaint the children with insects and their likenesses and differences. In addition to the 21 units in science and social studies, there are a large number of games designed to develop motor skills, body efficiency, leadership and fellowship and creative movement.

Another resource developed by the DNA is a checklist of skills appropriate to the pre-school child that has served for recording the developmental progress of children in the DNA program. The checklist includes 286 skills classified into bodily care, performance in creative art activities, use of toys, books and games, gross motor skills, fine motor skills, eye-hand coordination, perceptual abilities, language abilities, child interaction skills, adult interaction skills, and affective qualities. It will be the responsibility of the new Education Director to review these materials as well as the materials mentioned above, and to adapt them for use in Home Start.

Richard Jones' objectives for the Program are realistic: the Home Visitors should develop an understanding of the training model by the end of the first year; and the parents should be using some of the skills to help themselves. During the second year of the Program, the Home Start staff would like to develop some assessment procedures that Home Visitors could use for judging the progress of the children and for guiding the selection of appropriate activities for the parents. This is one area where some technical assistance will be necessary.

III. HEAD START

Program and Staff

Cleveland's three Head Start Centers are located two and a half miles miles from the Home Start Office on Cornell Road. As can be expected, the two programs serve the same types of families, since they both use the OEO guidelines for determining income eligibility. Home Start plans to have eight Satellite Centers, two of which will be located very close to two of the Head Start Centers.

According to a member of the Cleveland Council for Economic Opportunity (Alvanese Blandon, Child Development Coordinator), there are approximately 1200 - 1400 children served in the Head Start Program throughout Greater Cleveland, with an ethnic breakdown of 95% Black and the other 5% being Caucasian, Spanish speaking and "A sprinkling of Oriental." (For comparability with Home Start, see "In Brief".)

Because the system of service delivery in Cleveland is extremely comprehensive, and that there are a myriad of resources available to the various programs, there is no organizational tie between the Head Start Program and Home Start. For all practical purposes, the two programs operate independently of one another, although they obviouly provide low-income families with similar types of services. The most apparent difference between the two programs is that Head Start is a center-based (focus on the child) program and Home Start is a **home-based** (focus on the family) program.

Head Start and Home Start both share the same difficulties in enrolling Spanish-surnamed and Appalachian families. Unlike Home Start, Head Start is a two-year program which enters children at the age of three and keeps they in the Day Care setting until the age of nine, on a restricted basis.

Aside from these organizational differences and/or similarities, Home Start and Head Start operate as two independent programs, sharing only the resources available in the City.

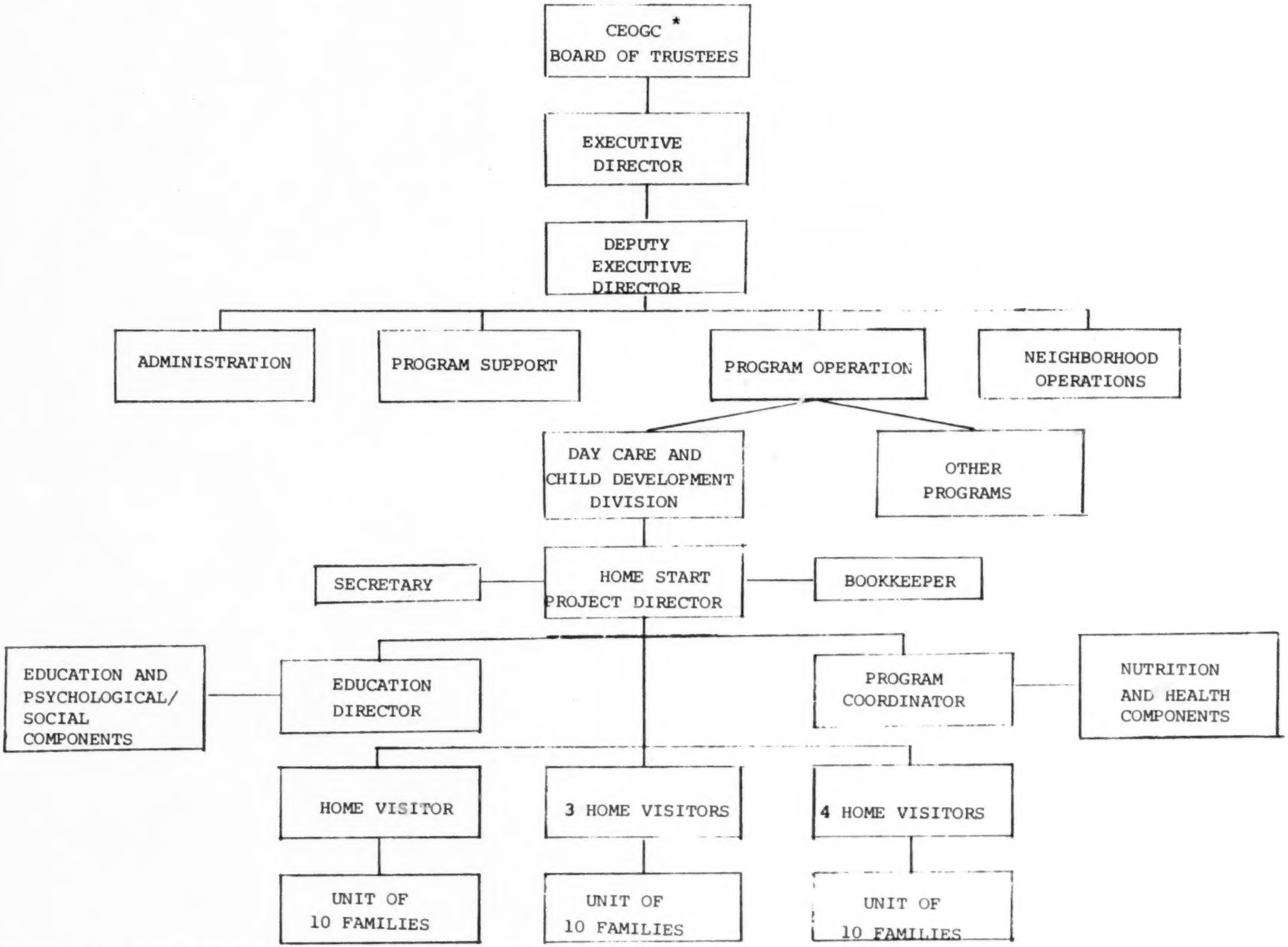
IV. ORGANIZATION

Policy Making

The Delegate Agency for the Home Start Program is the Center for Human Services. This social agency was formed in 1970 combining five existing agencies (Cleveland Homemaker Service Association, Day Nursery Association, Family Service Association, Traveler's Aid Society and Youth Service). The service programs of the Center for Human Services were then organized into three divisions. The Home Start Project falls under the Division of Day Care and Child Development Services. Richard Jones is the Assistant Director of the Division and in that position exerts a supervisory role with respect to Home Start (about 25% of his time is currently devoted to Home Start). Mary Martin is the Home Start Director and reports directly to Richard Jones. (See Organization Chart).

Under direction of the Divison of Day Care and Child Development, the Project Director will interview, hire, and fire all staff, supervise personnel and program, oversee the budget, handle liaison and contract negotiations with the Council of Economic Opportunity, interpret the program to the community, and help integrate the program with others in the community. The Project Director is responsible for the direct supervision of four Home Visitors as well as conducting the Parent Policy Committee meetings, parent group meetings, and accompanying on home visitis, when appropriate. In addition, the Director continuously evaluates the program, analyzes reports, and makes recommendations for change and improvement.

Under the direction of the Project Director, the Program Coordinator is responsible for assisting in the development of all program components, but carries a major responsibility for the development of the Nutrition and Health Components. In addition, she handles the direct supervision of the


CEOGC *
BOARD OF TRUSTEES
EXECUTIVE DIRECTOR
DEPUTY EXECUTIVE DIRECTOR
ADMINISTRATION
PROGRAM SUPPORT
PROGRAM OPERATION
NEIGHBORHOOD OPERATIONS
DAY CARE AND CHILD DEVELOPMENT DIVISION
OTHER PROGRAMS
SECRETARY
HOME START PROJECT DIRECTOR
BOOKKEEPER
EDUCATION AND PSYCHOLOGICAL/ SOCIAL COMPONENTS
EDUCATION DIRECTOR
PROGRAM COORDINATOR
NUTRITION AND HEALTH COMPONENTS
HOME VISITOR
3 HOME VISITORS
4 HOME VISITORS
UNIT OF 10 FAMILIES
UNIT OF 10 FAMILIES
UNIT OF 10 FAMILIES

* Council for Economic Opportunities in Greater Cleveland

Home Visitors, participates in parent group meetings, assists in planning and conducting training sessions, and handles special assignments requested by the Project Director.

Also under the direction of the Project Director, the Educational Director assists in the development of program components, but is primarily responsible for the development of the Educational and Psychological and Social Components of the Program. The Educational Director plans and teaches training sessions, orders and purchases materials and equipment, attends parent meetings, and supervises one Home Visitor. It is her responsibility to keep abreast of national trends in education, sharing knowledge and publications with staff, and handling special problems relating to the Education Component.

The Home Visitor is responsible for recruiting families, explaining the Program to participants, as well as getting new commitments from families interested in participating in the Program. She is responsible for meeting with parents in groups, making weekly home visits, and is involved in appropriate weekend and evening activities. She shares the responsibility of planning and implementing all components of the Program for her families. The Home Visitor attends training sessions and supervisory conferences and keeps all necessary records.

Staff Organization

The Organization Chart indicates that the Home Start Director, working with the Education Director and the Coordinator, is responsible for carrying out the Program. The Director and Assistant Director of the Day Care and Child Development Division are involved in policy making, along with the Home Start Director. Ms. Martin's job description (see Appendix), requires her to "supervise personnel and programs" and to "continuously evaluate programs". In these roles, however, she is influential in shaping policy. Important policy decisions, such as qualifications desired in an Education Director, would be arrived at by the joint efforts of Ms. Martin, Mr. Jones, and Ms. Haffey, the Division Director. These three individuals will work together and they seem to have well agreed upon goals for the Program.

Staff Training and Development

As previously mentioned, the staff training process is closely related to each of the individual Program Components. The Home Visitors participate in pre-service and in-service training that is substantively related to each component. The section of this report on Program Components lists some additional ways in which staff receive training in the areas of health, nutrition, psychological and social services, and education. (See Appendix for the proposed content of training sessions.) Objectives of the in-service training program, which will take place every Monday morning, are as follows:

- To help Home Visitors feel comfortable with their own skills and what they can and cannot do for families; to help them feel creative and useful without relying on lots of prepared resources.
- Activities and Involvement with Families Crafts Workshops -- making materials, devising activities for involvement of family with materials.
- Working with Low-Income Families. Role Playing -- approaches for involvement of parents in activities; handling special family problems.

Subjects to be covered in in-service training throughout the year are: Emotional Growth and Development, How Children Learn, Health Service to Families in Community Social Service to Families in Community, Nutrition and Consumer Education.

Training consists of reading, discussions and role play. Weekly conferences with the Director (and with the Coordinator and Education Director when they are hired) allow the Home Visitors to discuss their experiences and to relate them to information that is shared during in-service training sessions. There are several resources available to the Project which will contribute to the development and training of staff.

One important resource is the Mental Development Center at Case Western Reserve University. Under the direction of Jane Kessler, the Mental Development Center will provide basic child development information, particularly with respect to normal stages of development. An attempt will be made to translate these concepts into ideas that are useful in the planning of activities by the Home

Visitors. The proposal stated that Home Start staff would be encouraged to continue their education at a local community college (Associate Degree Programs in Early Childhood Education).

Head Start Supplementary Training has granted Cleveland Home Start $1000 for staff in-service training. Dr. Doris Greene, Regional Training Officer has offered to provide Training and Technical Assistance. Most of Cleveland's plans for staff training and development are still in the developmental phase. It will be important to continue observation on the implementation of these plans.

Staff Meetings and Records

Scheduled staff meetings are held every Monday morning from 8:30 a.m. to 11:00 a.m. This period is used for in-service training, program development, and program review. The Director also calls staff meetings at any other time deemed necessary.

All records collected by Home Visitors are kept in the visitors' own files, with duplicate records kept in central files in the Central Office on Cornell Road. Financial records are maintained by the grantee.

V. RESOURCES

Because the Cleveland Home Start is located in a highly urban, industrialized section, there are several valuable resources available to the Program. For example, the Mental Development Center (an affiliate of Case Western Reserve University).

The Center for Human Services -- of which Home Start is a part (comprised of the Cleveland Homemaker Service Association, Day Nursery Association, Family Service Association, Traveler's Aid Society, and Youth Services) -- acts as a critical reference and referral agency for the Home Start Program. It is through this office that the program has access to a myriad of agencies, which are eager to cooperate in helping Home Start families to secure the kinds of assistance they need.

Although volunteer services are presently limited, it is hoped that the expansion of the Program -- and the culminating effects of Program services dissemination -- will draw the concern of people in the community who would be interested in donating their skills to the Program and to individual families.

A complete cost-benefit analysis is being planned for the Home Start Project. Donated Goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. APPENDIX

- Pre-In Service Training
- Job Description

Pre-In Service Training

May 1, 1972

PRE - IN SERVICE TRAINING
(One half day everyday for the first week of May, 1972)

May 1, 1972
Monday
Presentation made by: Mr. Jones, Assist. Director

9:00 AM - 10:00 AM - I. Over all view of and orientation to the Center for Human Services and its relationship to:

- A. Day Nursery Association
- B. Home Start Program

10:00 AM - 11:00 AM - II. Function of Day Nursery Association

- A. Family Day Care Homes
- B. Day Care Centers

11:00 AM - 11:30 AM - III. Head Start and its relationship to Home Start

- A. Similarity of programs
- B. Differences of programs

11:30 AM - 12:00 (Noon) - IV. Explanation and rationale for field trip to Day Nurseries

*Assignment of projects to be made at home.

- Lunch

May 2, 1972
Tuesday

9:00 AM - 5:30 PM - Field trip of Home Visitors to Day Nurseries for purpose of observation of teaching techniques used in center based program.

Nursery Assignments:

1. Mrs. M. Thompson - Bingham
2. Mrs. D. Courtney - Wade
3. Mrs. A. Gordon - Mather
4. Mrs. A. Stover - Hamill

May 3, 1972
Wednesday

9:00 AM - 10:30 AM - I. Discussion of observations made at schools

- A. Teaching methods observed being practiced
- B. Effectiveness
- C. Problem areas
    - 1. Fights
    - 2. Lack of participation
    - 3. Punishments
- D. Rewards for performing well
    - 1. Tangible
    - 2. Non-tangible
- E. Techniques that could be implemented in a home based program

10:30 AM - 12:00 (Noon) - II. Introductory comments on the three I's of Home Start - Intervention, Interviewing and Implementation

A. The first months of the Home Start Program are extremely crucial ones as the newness of the program will make intervention somewhat difficult thus how one goes about establishing contacts and the impressions given can be very critical for future recruitment. Therefore it is extremely important that our initial contacts be as positive experience for the family as well as the home visitor. The skill, confidence, and knowledge with which the home visitor conducts her interview will greatly facilitate the obtaining of information necessary to determine eligibility for the program and later the establishing of a positive relationship with the parent.

First, the home visitor should have a clear and comprehensive knowledge of the goals of the program and a strong conviction as to the merits of these goals. Secondly, she should be thoroughly aware of the community that surrounds the family and the problems as well as the resources which effect the family life style. Third, the home visitor must be sensitive to the level on which the family functions, learning to assess the positives and strengths that have carried them this far.

May 3, 1972 (Continued)
Wednesday

10:30 AM - 12:00 (Noon) -

Our responsibility in Home Start is to support or build on these positives by bringing into the home those outside resources which might enhance the mother's role in relation to her own self fulfillment and that of the child.

B. Discussion and question period

May 4, 1972
Thursday

I. Implementation

- A. Stress the importance of home visitor to the program
    - 1. Specify and clarify home visitor's role to parent
    - 2. Home visitor role and relationship to the child
- B. Areas in which program will be implemented
    - 1. Educational
    - 2. Nutritional and health
    - 3. Emotional and psychological
    - 4. Social Services
- C. Important to remember to see the child as a total unit not compartmentalized as to the four points mentioned above - do this for teaching purposes only
- D. Be sure present idea that we're making learning a fun and enjoyable interaction taking place between mother and child
- E. Establishing the relationship through the interview
    - 1. Discussion on what happens when two people meet
    - 2. Setting the stage
        - a. Physical - Time, place
        - b. Emotional - readiness

May 4, 1972 (Continued)
Thursday

3. Assignment to read - "Interviewing Techniques in Probation and Parole" by Henry L. Hartman

May 5, 1972
Friday

9:00 AM - 10:00 AM - I. Discussion on reading assignment

II. Assignment given - "The Art of Listening"

10:00 AM - 12:30PM - III. Examination of personal pre-conceived ideas about

- A. Causes and reasons for poverty
- B. Discussion of what is poverty
  - 1. More than just an economic state
  - 2. Psychology of the poor
  - 3. Life style of the poor
- C. How does the home visitor improve the family situation
  - 1. Deal with mother's self concept
  - 2. Offer a role model without being "condemning"
  - 3. Build confidence in parent's ability to function
  - 4. Discuss areas that to mother seem most problematic
  - 5. Attempt to bring into home some community resources to alleviate any painful problems affecting family functioning

Submitted by,

Mary Martin

Mary Martin
Home Start Project Director

MM:or
cc: Mrs. Haffey
Mr. Jones

Job Descriptions

VI. Describe Staff Functions, Necessary Qualification and Organizational Lines of Authority.

Project Director

Qualifications:

Graduate training or its equivalent in early childhood education or social work. Successful experience as a practitioner, supervisor and administrator. Requires the ability to see a program as a whole with all its interrelated parts as well as its position in a community. Requires all the skills needed for successful administration including supervision, teaching and skill with figures. Experience in the poverty community with sensitivity to community needs.

Duties:

Under the direction of the Division of Day Care and Child Development the program director will interview, hire and fire all staff, supervise personnel and program, oversee the budget, handle liaison and contract negotiations with the Council of Economic Opportunity, interpret the program to the community and help integrate the program with others in the community. Staff the Parent Policy Committee meeting as needed, participate in parent group meetings and home visits as appropriate, handle direct supervision of three Home Visitors. Will continuously evaluate program and analyze reports making recommendations for change and improvement.

Coordinator

Qualifications:

Graduate training or its equivalent, in social work or early childhood education. Minimum of five years experience as a successful practitioner, experience in the poverty community with sensitivity to community needs.

Duties:

Under the direction of the project director, assists in developing all components of the program but carries major responsibility for development of nutrition and health. Handles direct supervision of four Home Visitors, participates in parent group meetings and home visits as appropriate, assists in planning and conducting training sessions. Handles special assignments as requested by the project director.

Educational Director

Qualifications:

Graduate training or its equivalent in early childhood education. Minimum of five years experience as a successful practitioner, experience in the poverty community with sensitivity to community needs.

Duties:

Under the direction of the project director, assists in developing all components of the program but carries major responsibility for the development of educational and psychological program. Plans and teaches training sessions, orders and purchases materials and equipment, attends parent meetings and makes home visits as appropriate. Supervises one Home Visitor. Keeps abreast of national trends in education, sharing knowledge and publications with staff, handles special assignments as requested by project director.

Home Visitor

Qualifications:

Must possess a desire to learn through training programs and on the job experiences about the development and behavior of children as well as increasing her knowledge of age adequate programming. Must be a warm, flexible, sensitive, dependable person who enjoys children, must value speech as a tool of expression and be a fairly verbal person, must enjoy conversation with children, possess the abilty to listen to children, must be able to utilize supervision and be knowledgeable about child development, "people development," and all program components. Must be able to read and write and do simple arithmetic. Experience in Head Start or other O.E.O. program desirable.

Duties: The Home Visitor will be responsible for recruiting families for the program and explain the program as well as getting commitments from families to participate in the program. She will be responsible for meeting with parents in groups, make weekly home visits, and will be involved in appropriate weekend and evening activities. She shares the responsibility of planning and implementing all components of the program for her ten families. The Home Visitor attends training sessions and supervisory conferences and keeps all necessary records.

PROJECT HOME START
Campbell and Union Counties, Tennessee

Case Study I May 1972

Project Home Start
Campbell and Union Counties, Tennessee

Principal Author: Wynn Montgomery

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IN BRIEF

June, 1972

GENERAL

TYPE OF PROGRAM: Rural

SPONSORED BY:
Delegate - Clinch-Powell Educational Co-operative
Grantee - Same

ADMISSION CRITERIA: HEW Head Start Guidelines

PROGRAM START-UP DATE: Program is not operative

HOURS OPEN: Monday - Friday 8:30 a.m. - 5:00 p.m. (Staff available as needed)

FAMILIES RECRUITED:

STAFF

TOTAL PAID STAFF:	3	Total Full-Time:	2	Total Part-Time:	1
TOTAL IN-KIND STAFF:	0	Total Full-Time:	0	Total Part-Time:	0
ETHNICITY OF STAFF:		Anglo:	100%	Indian:	0%
		Black:	0%	Oriental:	0%
		Chicano:	0%	Other:	0%
SEX OF STAFF:		Female:	100%	Male:	0%

STAFF POSITIONS:* Director (1/2), Field Supervisor (1/2), Parent Educator (1), Teachers (1-1/2), Teachers Aides (1-1/2), Home Visitors (4), Secretary (1).**

POSITIONS OPEN: All of above positions except Field Supervisor and two (2) Home Visitors.

* Job descriptions are being developed.

** Half-time positions will divide their time between Home Start and Early Childhood Education project funded under ESEA (Title III).

CHILDREN

TOTAL HOME START CHILDREN: Families have not been selected

TOTAL CHILDREN (ELIGIBLE FAMILIES): N/A

ETHNICITY OF FAMILIES: N/A

SEX OF HOME START CHILDREN: N/A

PARENTS

SEX OF FOCAL PARENT: N/A

EMPLOYMENT OF FOCAL PARENT: N/A

EMPLOYMENT OF OTHER PARENT: N/A

COSTS

TO PARENTS: None

TO PROGRAM: (This will not be available until the second case study)

ESTIMATED FUNDING:

HEW: $100,000
In-Kind: 39,640*
Total: $139,640

* Includes some Federal funds (e.g., funds from Appalachian Regional Commission and Title III contribution to salaries of "shared" employees).

FOR FURTHER INFORMATION, CONTACT:

Mrs. Ann Hampton, Field Supervisor
Clinch-Powell Educational Co-operative
Harrogate, Tennessee 37752
(615) 869-3605

MAY 1972

In front of LaFollette, Tennessee High School sits a 34-foot, 5-ton van Inside the van -- in the area normally used as cargo space -- 12 pre-school children are sprawled on the carpeted floor watching a movie about "The Little Red Hen." Following this movie and another about "The Little Engine that Could", the screen and projector are returned to their compact built-in storage spaces, and the adults in the van -- a Teacher, a Teacher's Aide, and a mother who has volunteered her services for the morning -- bustle about laying out a small snack for the children. After the snack, there will be time for a few more activities, and then these children will go home to be replaced in the afternoon by a similar group of pre-schoolers.

This van, and another identically equipped one, are integral parts of an innovative, three-phase (Educational TV, Mobile Classroom, Home Visitation) Early Childhood Education Project operated by the Clinch-Powell Educational Cooperative (CPEC). This three-year demonstration project, which is funded by an initial Federal grant of approximately $175,000, made under Title III of the Elementary and Secondary Education Act, is nearing the end of its first year of operation.

If all goes according to schedule, the education component of the Home Start Program operated by CPEC will utilize the same three-phase approach. The basic educational concept and design of the program will be the same, but vans will be smaller, the children will come from poorer homes, and there will be additional services involving nutrition, health, social service and parent education available to families. The problem is that at the present, things are not going according to schedule for the CPE Home Start Project.

Clinch-Powell's problems began shortly after they were selected as one of the 15 initial Home Start Programs. Larry Allen, CPEC's. energetic young Director of Early Childhood Education and principal author of the Home Start proposal, learned that his oldest child had terminal cancer and decided to return to his native Kentucky so that he and his wife would be nearer their families. His resignation in late May created a tremendous void in the CPEC staff -- a void which still exists.

At CPEC headquarters, a rustic old stone building located at the rear of Lincoln Memorial University (LMU) Campus in Harrogate, Tennessee , the search for a successor to Larry Allen continues. Applicants have been sought through newspaper ads and through contacts with University Placement Offices. Responses have been fairly limited and applicants who meet the high educational and experience requirements are rare. The most qualified applicants are invited to Harrogate for an initial, informal interview with Tom Gentry (CPEC's Executive Director), Frank Skinnell (Associate Director), and Ann Hampton (Field Coordinator for the Title III Early Educational Project). If applicants pass that first hurdle, they are invited back for a formal interview by the CPEC Board of Directors. In the meantime, Tom and Ann also are attempting to get the Home Start Program off the ground -- struggling with some basic operational decisions, such as switching the TV portion of their programs from a series developed by the Appalachian Educational Laboratory to "Sesame Street", recruiting staff, and locating families.

At present, the staff consists of two Home Visitors and a Nurse (who technically works for the Public Health Department (under contract to CPEC), plus as much time as Ann Hampton can spare from her responsibilities to the ECE Project. Ms. Hampton, a pleasant, attractive young Tennesseean, has served as Field Supervisor of the ECE Project during this first year -- a position which approximates that of "Deputy Director" -- and following Larry Allen's resignation, has assumed most of the administrative duties associated with the role of Director. She has a degree in Home Economics from East Tennessee State University in Johnson City, and all of her teaching experience is with pre-school children. Her enthusiasm does not appear to have been lessened by her dual role as the resident expert for both Home Start and ECE.

Understandably, both Tom and Ann feel that many basic, programmatic decisions should be made by the person who will be primarily responsible for implementation -- the new Director of Early Childhood Education. As a result, they have postponed some fairly critical decisions, hoping that vacancy would be filled soon. After re-evaluating the situation, the conclusion appears to be that they can afford to wait no longer. Decisions will have to be made now if the Program is to become operative.

In May, 1972, despite the fact that CPEC has a year's experience operating a home-based Early Childhood Education Program, the staff is struggling to answer some very basic questions about their Home Start Program for Appalachian Tennessee -- questions such as:

- How many new families will we recruit? How many will we "transfer" from ECE to Home Start?
- What specific areas within Campbell and Union Counties will we attempt to serve? Where will we locate competent Home Visitors within these areas?
- Can we find a Director who meets our demanding qualifications, or will we have to lower our standards?
- How will we develop a curriculum to support "Sesame Street" similar to the one which AEL provided for the programs we used with ECE this year?

I. START-UP

Community

The Clinch-Powell Educational Cooperative serves four counties, (Claiborne, Campbell, Hancock, and Union) in upper East Tennessee. Three of the four counties border the neighboring states of Kentucky and/or Virginia. The Home Start Program will be confined to two of these counties -- Campbell and Union.

These two counties typify the problems of Appalachia. The areas are predominantly rural (73.5% of Campbell County residents, and 100% of Union County residents reside in areas of less than 2,500 population). One-third of the families in both counties have incomes of less than $3,000 per year. Residents of the area are predominantly white. (In fact, there are no Black families in Union County.)

There are no major cities in the area. LaFollette (population: 6,900) is the largest town. What industry there is (primarily mining and manufacturing) is concentrated in Campbell County -- in LaFollette and Jellico. Agriculture is a major occupation -- particularly in the fertile valleys -- and virtually everyone has a garden of some description.

Social services are fairly limited in the area with the principal deliverers being the County Welfare Departments, the County Health Departments, and local Community Action Agencies.

The rugged terrain, while visually beautiful, imposes severe geographical barriers to both the educational and economic development of the area. CPEC hopes to reduce the impact of these barriers with various projects, one of which is Home Start.

History

The Clinch-Powell Educational Cooperative was organized in 1970 by the school systems of four rural Tennessee counties. The purpose of the organization is to improve the quality of education within these school systems by pooling resources (both financial and staff) to undertake joint projects which no one system could afford to conduct alone.

Early in the planning process, the founders of this educational cooperative recognized the need for an Early Childhood Educational Program for their area. At the same time, they made it clear that they did not want a traditional kindergarten approach. After a careful assessment of needs of the area and analysis of various alternatives, the three-phase Early Childhood Development Program developed by the Appalachian Educational Laboratory was chosen as most appropriate to the peculiar needs of rural Appalachia, and a proposal for funding under Title III of the Elementary and Secondary Education Act (ESEA) was submitted to the Office of Education. Funding was obtained in 1971 and CPEC was well into the first year of operation of its ECE Program when the Office of Child Development announced its plans for the Home Start Program. The CPEC staff felt that the AEL approach, which was the basis for their ECE project, was equally appropriate for a Home Start Program, and they developed their Home Start proposal on that premise.

The initial Home Start proposal included a cooperative agreement whereby the Tri-County CAA in LaFollette would serve as the fiscal agent for Home Start. However, this agency became so involved in a major reorganization that such an arrangement became impractical and CPEC was designated as a Special Purpose Agency, giving it total operational responsibility for the Home Start project. Relations between Home Start and the summer Head Start Programs sponsored by this CAA are somewhat strained, but it is unclear whether this is a cause or an effect of the change in fiscal arrangements.

At the present time, in addition to Home Start and the ECE project, CPEC is operating the following projects:

- DEMONSTRATION PROGRAM The purpose of this program is to continue the demonstration of the cooperative concept and to prove that the cooperative can continue to be of assistance to member school districts trying to improve the quality of education in their systems.
- DRIVER EDUCATION In its second year of operation, the Driver Education Program is designed to help improve the quality of the driver education programs in the member counties, to make the program accessible to all children who want it, and to bring about dollar savings through more efficient operation.
- EPDA PROGRAM EPDA is designed to assist in the training of new aides for general school use and for training of all of the employees in the Early Childhood Education Program.
- IN-SERVICE PROGRAM (Renamed Community and Staff Development Program). The In-Service Program will attempt to provide high quality opportunities for professional development of everyone concerned with the educational process in the member counties.
- STUDENT TEACHING PROGRAM (In cooperation with East Tennessee State University). CPEC is establishing a student teaching "center" under the Student Teaching Program. Initially, twenty student teachers will be given an opportunity for professional advancement through a comprehensive training program.
- MEDIA SPECIALIST TRAINING PROGRAM (In cooperation with East Tennessee State University). The Cooperative will be supervising the internship experiences of students enrolled in a training program at ETSU. The Cooperative will also be assisting the member counties in their instructional media needs.
- ADMINISTRATOR TRAINING PROGRAM (In cooperation with the University of Tennessee). The Administrator Training Program is designed to prepare local educators for administrative roles as change agents.

In addition, the Cooperative is seeking to establish an effective communications network for the dissemination of information and materials and for the purpose of obtaining feedback from member counties concerning the operation of the cooperative. CPEC also will assist member counties with their efforts to expand and improve the vocational offerings and special education services which are currently available.

Staff Recruitment

At the present time, only two full-time Home Start staff members have been hired. Both are Home Visitors, one of whom lives in LaFollette and another who lives in Union County. Both have previous experience with CPEC -- one as a Teacher's Aide in the ECE Program, the other as a parent of an ECE child -- and both were recruited prior to the National Home Start Conference.

Efforts are under way to locate additional full-time staff; a Parent Educator, two Home Visitors, a Teacher, a Teacher's Aide, and a Secretary. In addition, another new Teacher and Teacher's Aide will divide their time between Home Start and the Title III ECE project -- as will CPEC's new Director of Early Childhood Education.

As discussed in the "May 1972" Chapter, the location of suitable staff is one of the major problems faced by CPEC in the Home Start start-up process, and the problem is compounded by certain "chicken and egg" type of decisions:

- The exact mixture of administrative vs. Early Childhood experience required of the Parent Educator will, to a large degree, be determined by the attributes of the CPEC Director of Early Childhood Education. It is, therefore, difficult to make a final decision on either of these positions until the other has been made.

- The Home Visitors will be selected to serve specific "clusters" of families and will be from the same geographic area. Therefore, Home Visitor selection should not be finalized until the families have been selected. Yet, to some extent the selection of families may be influenced by the availability of a Home Visitor to serve them.

Final decisions on these questions have been delayed pending selection of a new Early Childhood Director. CPEC staff is now moving to make those decisions, which should clarify their staffing needs. Locating the people to fill those needs remains a problem.

Training

The existing Home Start staff has received no training other than their attendance at the National Home Start Conference.

Present plans are to conduct an intensive (probably one week) pre-service training program as soon as the staff has been located, with the staff of the ECE Project serving as the primary training resource with additional assistance from outside consultants as needed. These consultants will come primarily from the University of Tennessee and East Tennessee State University. Some thought is being given to providing Home Visitors with on-the-job training by allowing them to accompany ECE Home Visitors on home visits (or vice-versa). The Title III ECE Project included one day each week for in-service training, for which the staff received three hours of college credit. It is anticipated that the Home Start and ECE staffs will participate jointly in similar in-service training sessions during the coming year.

Families

Recruitment of Home Start families began in March when the CPEC staff planned for the Program to be operational by May 1. Despite this early start, no family has been officially enrolled in the Home Start Program.

In fact, a final decision concerning the number of families to be recruited has not been made. The Program will serve a total of 80 families, but some of these families will be selected from this year's ECE families, reducing the number of new families needed.

The search for new families was conducted primarily by the staff of the ECE Project, although the two Home Start Visitors also have done some recruiting (primarily by canvassing their local areas in search of low-income homes which contain small children). The Home Start staff also has maintained contact with those families who have been "pre-registered" for Home Start, so that they will be aware that they have not been forgotten. The CPEC staff is confident that the ECE Program will be able to serve an such families who, because of eligibility requirements or logistical considerations, cannot be enrolled in Home Start.

Current plans are for Home Start families to be "clustered" in order to facilitate service by the "mobile classroom" and by the Home Visitor. Approximately 20 families will be located in Union County and 60 in Campbell County -- primarily in the LaFollette/Jacksboro area. At the end of May, 1972, 41 new families had been pre-registered for Home Start -- 31 in Campbell County, 10 in Union County. While these families have not been enrolled in Home Start, they should be representative of the people who will be served by the Program. The characteristics of these "pre-registered" families would indicate that Home Start families will be large, averaging four children per family, with half of the children being under five years of age. The parents are relatively young, with 64% of the mothers and 44% of the fathers being in the 21-30 age bracket. In 92% (38 of 41) of the families, one of the parents will be the "focal" parent with whom the Home Visitor will work. Annual income for half of the families is less than $4,000 per year. Seven of the 41 families are single-parent families, and in six of those families, the household head (all seven are female) is unemployed. In the other 34 families, the employment picture is as follows:

Both parents unemployed: 7*

Both parents work: 0

Only mother works: 3

Only father works: 24

---

* In one case, the father is enrolled in a training program.

II. PROGRAM - WHO, WHAT, HOW

Goals and Objectives

The objectives of the Home Start Project are described in the CPEC proposal as follows:

- To involve parents directly in the educational development of their children.
- To help strengthen in parents their capacity for facilitating the general development of their own children.
- To identify and remedy at as early an age as possible any existing medical, dental, and psychological health problems.
- To insure the child's future health through specific preventive measures and through health and nutrition education of his parents.
- To provide a wide spectrum of educational activities for parents to do with their children; activities are designed to stimulate physical, intellectual, and emotional development to the maximum.

At the present time, the specific approach for achieving many of these objectives is unclear. The two Home Visitors are very enthusiastic about the Program's potential for increasing parental involvement, but they have no specific long- or short-range goals toward which they are working. Understandably, their emphasis in these early days is on being accepted by their families -- both children and parents -- as friends. Although Home Visitors clearly acknowledge the emphasis of Home Start on parents, both Home Visitors are also child-oriented. Often, they can describe the children of the house in great detail but are not certain with which adult they will be working.

The emphasis of the CPEC Home Start Program is clearly on the Educational Component at present -- because that is the area in which they have experience. The other areas -- health, nutrition, social and psychological services -- were not included in the ECE Program. Furthermore, the Grantee is primarily an educational organization, and the staff is not familiar with the various community service delivery agencies, since they previously have not been closely involved with these agencies. Preliminary contact have been made with all agency heads, but final coordinative arrangements have not been made. The goals and current status of each of the Program Components are discussed in subsequent sections of this chapter.

Health

The Home Start proposal contains no specific goals or objectives for the Health Component beyond the general objectives discussed on the preceeding page.

The primary resource for this component is the Health Department in each of the counties served. The services normally available through these Health Departments (see Appendix) are being supplemented by a full-time Registered Nurse who works for the Public Health Department but is paid by (and is assigned to work with) the Home Start Program. At the present time, most of this Nurse's time is devoted to completion of the training, a substantial portion of her time will be devoted to home visits. During her home visits, she will encourage parents to take advantage of the services available at Public Health Clinics, but she does not feel that her role includes providing transportation to these clinics. She also will take every opportunity to discuss basic home safety and to encourage good nutritional attitudes and habits. On regular "shot days", and at Family Planning Clinics, she will be at the County Health Clinics and will perform additional screening tests (sight, hearing, etc.) on Home Start family members who come to those clinics. The Home Start Nurse also is responsible for initiating and maintaining detailed health records on each Home Start family. These records will be kept on file at the Health Department in that family's home county.

Arrangements for dental care for Home Start families are unresolved at the present time. Dental care for school-age children is available through the Public Health Department, and there is no corresponding program for pre-schoolers. A current TVA proposal would correct this deficiency, if approved, so CPEC is postponing any decision concerning dental care until that proposal is either approved or rejected.

Nutrition

The primary resource for this component will be the local County Home Demonstration Agents. Once again, plans have not been finalized, and the necessary coordination has not been completed, but the proposal indicates that these services will be delivered by the Home Visitors. The role of the Home Demonstration Agents will be to train the Home Visitors in subjects such as:

- Understanding nutrition.
- Good food habits and their relation to health.
- Feeding the very young child.
- Meal planning.
- Food buying.
- Food preparation.
- Safe handling and storage of foods.

The Home Visitors themselves clearly feel that their acceptance by the family is especially critical prior to making an impact in this area. They have not established any goals for their nutritional activities, and the proposal sets none for the component as a whole.

Psychological and Social Services

Services in this component will be provided through each County Welfare Department. Only preliminary contact has been made with these agencies at the present time, but it appears that they can provide a limited amount of counseling assistance, as well as some diagnostic and referral work by a part-time Psychologist who is retained to serve families who cannot otherwise get services.

Although plans for parent activities are imcomplete and no goals have been established, it is fairly certain that the activities in this area will provide parents with a much-needed social outlet, which will contribute to their self-confidence and will expand their self-image, thereby providing an important social (and psychological) service.

Education

The Home Start proposal presents specific quantifiable goals for the Education Component of the Home Start Program. Goals are established for cognitive, affective (social skills) and psycho-motor development for children in each age group (3-5), based on the number of years they participate in the Program. These goals are the same as those incorporated in the ECE Title III Program, and the CPEC staff has been advised by the Office of Child Development that these goals are too structured for the Home Start Program. A more appropriate set of goals has not been developed at the present time, but the staff demonstrates a firm belief in the value of clearly-defined goals and plans to develop specific goals for this component, and all others, as soon as the new Director has been hired.

This component will be identical to the Title III Early Childhood Education Project described in the following chapter. For reasons explored in that chapter, "Sesame Street" will be used as the TV phase of the Program next year.

The "Sesame Street" telecasts will begin no later than September 1, 1972, but home visits will begin as soon as the families have been enrolled and Home Visitors have been hired and trained, hopefully before the end of June, 1972. This timing will allow the Home Visitors to become acquainted with (and to gain the confidence of) their families prior to beginning the more structured educational activities. This initial exposure presumably will increase their effectiveness as Parent Educators.

Perhaps the most critical question concerning this component involves the activities of the Home Visitors as a result of the change to "Sesame Street". With the Appalachian Educational Laboratory's Program ("Around the World"), the Home Visitors were provided with detailed supportive materials around which their home visits could be organized. At the present time, there is no such material to accompany "Sesame Street." If comparable materials are not developed, the amount of training (and the amount of day-to-day support) which the Home Visitors will require will be changed significantly -- and unfortunately, the ECE experience will not be particularly useful in developing a solution.

III. EARLY CHILDHOOD EDUCATION PROJECT (TITLE III)

Head Start Relationship

As indicated in the "Start Up" Chapter, there is no real interaction between Home Start and Head Start in the Clinch-Powell area. This situation appears to be a carry-over from the relationship established by the Early Childhood Education Project which CPEC has operated for the past year, and its genesis is unclear. Because of this relationship, however, this chapter is more appropriately devoted to a comparison of Home Start and ECE.

Program and Staff

The Early Childhood Education (ECE) Project, sponsored by the Clinch-Powell Educational Cooperative and funded through Title III of the Elementary and Secondary Education Act, has been in operation for one year, and is the basis for the Educational Component of the CPEC Home Start Program.

The ECE Project is based on a model developed by the Appalachian Educational Laboratory (AEL) and field-tested for three years in southern West Virginia. This AEL Program is built around a customized curriculum which addresses the specific needs of Appalachian pre-school children. The materials utilized in each of the three major Program Components have been planned carefully by the AEL team of Curriculum Development Specialists to relate to and complement the other components. These interlocking components are described below:

- Educational television was included as an integral part of the program after a survey disclosed that 95% of the families in Appalachia owned TV sets. AEL developed a series of half-hour TV programs entitled "Around the Bend", hosted by Miss Patty who approaches the children as a friend.

- Home Visitors call on the participating families once a week. These specially trained para-professionals are equipped with a home study plan which is coordinated with the TV programs for the coming week. This supporting material is reviewed with the parents so that they can use it to increase their child's participation in the learning experiences presented on TV.
- Mobile Classrooms (large vans fully equipped with desks, tables, puzzles, games, filmstrips, records, and other educational toys) tour the target area, stopping at centrally located spots on a regular schedule. This van gives children in even the most isolated areas a weekly opportunity to meet and interact with other children their own age in a classroom-type situation.

The Clinch-Powell ECE Program, which is the largest of several projects based on the AEL model, is designed to serve approximately 30 families in the four-county area. "Around the Bend" is aired daily throughout the school year on the educational television station in Knoxville. Eight Home Visitors contact the participating families which are located in geographic "clusters" to minimize the Home Visitors' travel time. Two mobile vans, each staffed by a certified pre-school Teacher assisted by a Para-professional Aide, make a total of 18 stops each week, providing two hours of classroom instruction to 15-20 children at each stop. This CPEC Project has been designated as one of the 10 most innovative Early Childhood Programs in the United States by the U.S. Office of Education, and soon will receive nation-wide publicity through a feature article in "Life" magazine.

Next year's ECE Program (and the Home Start Educational Component) will be significantly different from that described above. The TV phase of the program will be the nationally acclaimed "Sesame Street," rather than AEL's "Around the Bend". This change is being made because numerous families in the mountainous Clinch-Powell area have experienced reception difficulties with the ETV station which broadcasts "Around the Bend". Special arrangements have been made, whereby a more powerful commercial station (the CBS affiliate in Knoxville) will broadcast "Sesame Street". It was impossible to make a similar arrangement concerning "Around the Bend" since it is available only in black and white, and the local commercial stations refuse to interrupt their full-color schedules.

This change, of course, means that the Home Visitors and Mobile Classroom Teachers will not have lesson plans which are coordinated with the TV programs. The CPEC staff hopes to correct this deficiency by obtaining a grant from Tennessee Valley Authority (TVA) to finance the development of a curriculum to compliment "Sesame Street" programming.

Similarities and Differences

While the Educational Component of Home Start will be the same as the same as the Title III ECE Project, there will be significant differences between the two programs. First, there were no financial guidelines for enrollment in the ECE Project. As a result, the majority (66%) of the ECE families have an annual income in excess of $5,000. Since Home Start will utilize Head Start criteria to determine eligibility, it is clear that the program will reach families in a different income level than those served by ECE. It is also quite likely that there will be a substantial variance in the education level of the parents in the two programs, since 53% of the ECE parents are high school graduates, while for the area as a whole the median education level is less than eight grades.

The second major difference between the two programs is the fact that the ECE Project is tightly structured to deal exclusively with the educational development of the children it serves, while Home Start is viewed by the CPEC staff as being more flexible and, therefore, able to address the broader spectrum of need.

Despite these differences, the two programs will share numerous resources (as discussed below), and it is expected that, as time passes, the similarities between the programs will become more noticeable than the differences.

Resources Shared

The primary resource shared by Home Start and the ECE Project will be staff. As mentioned earlier, current plans are to draw heavily upon the experience of the ECE staff in developing and conducting Home Start pre-service training sessions during the coming year.

The two programs will be jointly administered by CPEC's Director of Early Childhood Education (a position which is unfilled at the present time), and, as indicated in the chapter entitled "May, 1972", Ann Hampton, who has served as ECE Field Supervisor during the first year, will also divide her time between the two programs.

In addition, one Teacher and one Teacher's Aide (both to be hired) will be assigned half-time to each program. This assignment will require that at least one Mobile Classroom also be utilized by both programs, although the vans used for this purpose will vary in size -- since Home Start plans to purchase mini-vans which are considerably smaller than the ECE vans. The attitude of the CPEC staff toward the joint utilization of the mobile equipment and staff is indicative of their opinion concerning the relationship of the two programs. This attitude is that, since the mobile classroom activities for the programs will be almost identical, and since the two programs will be operating in the same geographic areas, the staff and equipment should be utilized so as to maximize the logistical problems, even if such utilization requires the mixing of children from the two programs in the same classroom.

IV. ORGANIZATION

Policy Making

Policy decisions regarding all CPEC Projects, including Home Start, are a function of the Cooperative's Board of Directors. This Board consists of ten members --- the Superintendent and a Board Member from each of the four sponsoring county school systems, plus one representative from East Tennessee State University and one representative from the State Department of Education. The latter two Directors are non-voting members. The Board Members from each county are selected by that county's Board of Education.

Eventually, a Home Start Advisory Board will be formed to serve in an advisory capacity to the CPEC Board. This Advisory Board will consist of at least one representative from each family "cluster" served by Home Start as well as representatives from various community service organizations.

Staff Organization

Implementation of policy and all management decisions are the responsibility of the CPEC Executive Director and staff. The Organization Chart presented as Exhibit I on the following page reflects the role of the Early Childhood Development Projects in the overall CPEC structure.

The Early Childhood Education Director will be administratively responsible for both Home Start and the ECE Project, and will function under the general supervision of the Executive Director. Line management of the Home Start Project will be shared by the Field Supervisor and the Parent Educator. The specific division of responsibilities has not been clarified at the present time, but job descriptions for these, as well as other positions, are being

Staff Meetings and Records

At present, plans are to conduct staff meetings on an "as-needed" basis following the weekly in-service training session.

Record-keeping procedures have not been finalized. As discussed earlier, the Nurse is preparing detailed health records for each family and will maintain these records at the appropriate County Health Department.

A "Home Start Registration " form has been prepared for each of the 41 families who have been pre-registered for Home Start. The information contained on this form will be transferred to the required OCD "Family Information Record" when the family is enrolled in Home Start. Obtaining family information is old hat to the CPEC staff since they were required to maintain extensive records for their Title III ECE families.

Service delivery records are not kept at present. ECE required nothing comparable to the Program Services Report. Current plans are for the Home Visitors and the Nurse to record referrals on the suggested Referral Worksheet (modified to require dates for both referrals and receipt of service). These worksheets will be collected by the Home Start Secretary on the day of the weekly in-service training session and consolidated into a Master Referral Record.

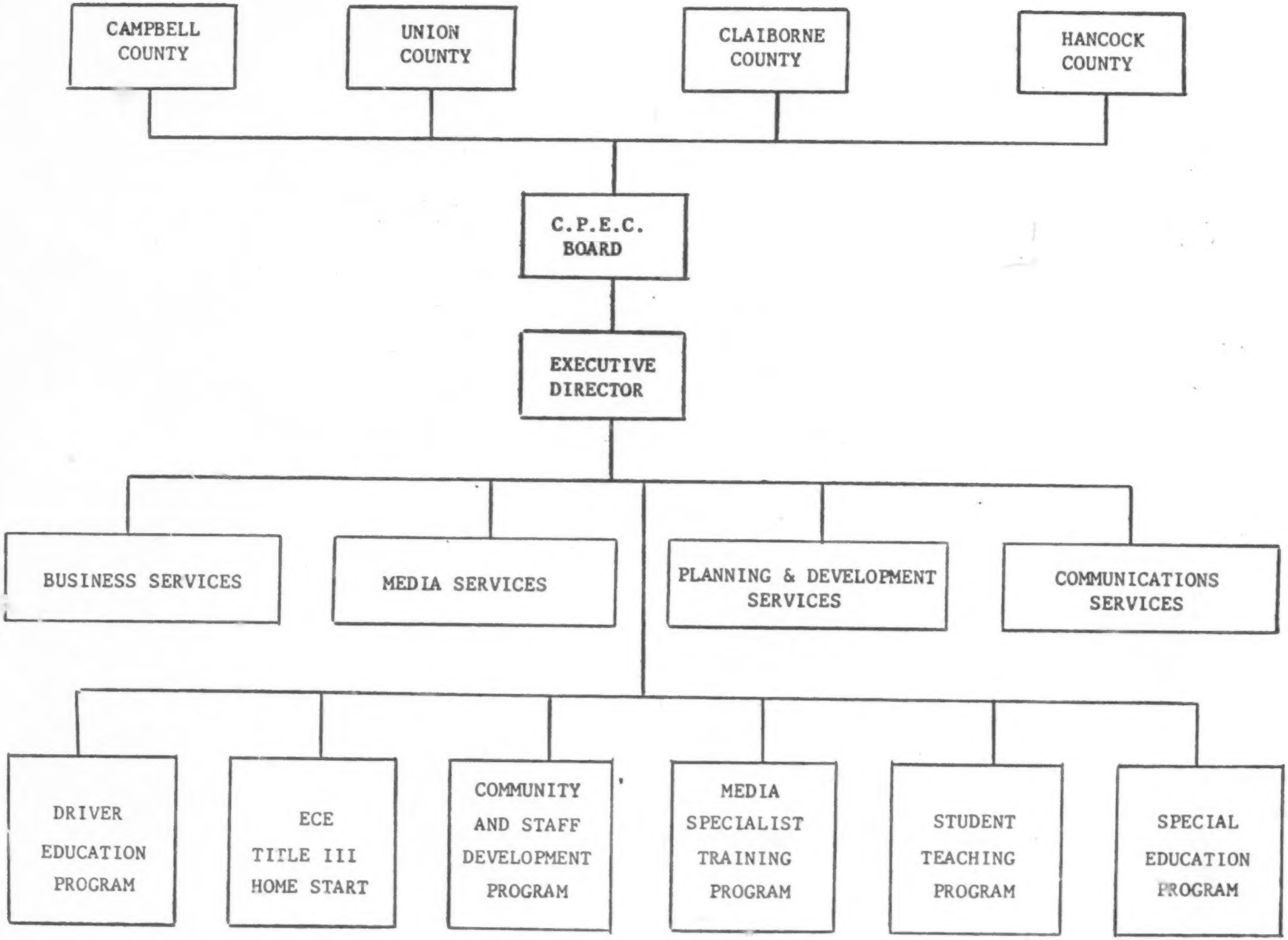
Direct services will be recorded in two ways. First, an existing report which is used to report daily contacts and mileage will be modified to eliminate the brief narrative description of the contact. This modification will allow the Home Start staff (including the Nurse) to summarize the time devoted to each type of direct service during each family contact in sufficient detail to accommodate Federal reporting requirements. These reports, too, will be accumulated on a weekly basis by the Home Start Secretary. The second method of reporting direct services will be an anecdotal record of each contact which will be maintained by the Home Visitors and will be reviewed periodically by Home Start administrative staff. Direct services delivered by the Teachers and Aides will be obtained from the Mobile Classroom attendance record maintained by the Teacher. A system for recording donated services has been developed and is used by all CPEC Projects, but they do not have a procedure for recording donated goods. The suggested Donated Goods Voucher probably will be implemented.

Staff Training

As indicated above, the Home Start staff has not received any pre-service training. The development of this program, as well as a program for continuing in-service training, is the responsibility of the Field Supervisor, who has a similar responsibility for the ECE Project. Plans for future training are discussed in the "Start Up" chapter.

CLINCH-POWELL EDUCATIONAL CO-OPERATIVE ORGANIZATION

EXHIBIT I


CAMPBELL COUNTY
UNION COUNTY
CLAIBORNE COUNTY
HANCOCK COUNTY
C.P.E.C. BOARD
EXECUTIVE DIRECTOR
BUSINESS SERVICES
MEDIA SERVICES
PLANNING & DEVELOPMENT SERVICES
COMMUNICATIONS SERVICES
DRIVER EDUCATION PROGRAM
ECE TITLE III HOME START
COMMUNITY AND STAFF DEVELOPMENT PROGRAM
MEDIA SPECIALIST TRAINING PROGRAM
STUDENT TEACHING PROGRAM
SPECIAL EDUCATION PROGRAM

V. RESOURCES

Both the Appalachian Regional Commission (ARC) and the Tennessee Valley Authority (TVA) have been actively involved with the Clinch-Powell Educational Cooperative from the beginning, and both organizations continue to be a source of additional funds for CPEC Projects. While these are Federal funds and cannot be used as the required 10% local matching contribution, they can be used to purchase goods or services which otherwise would require expenditures of program monies. For example, as discussed earlier, TVA may provide funds for developing a curriculum to support the "Sesame Street" TV programs. The Home Start vans, which will cost approximately $7,000 each, will be purchased with TVA funds.

The primary source of "in kind" contributions will be donated services. University consultants have provided much "in kind" assistance to the ECE Project and similar cooperation is expected with Home Start. In addition, CPEC hopes to obtain a significant amount of volunteer services from local sources, thus decreasing the cost of delivery and (more importantly) developing a broader base of community support.

A complete cost benefit analysis is being planned for the Home Start Project. Donated Goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

The Home Start Project sponsored by the Clinch-Powell Educational Cooperative is having a surprising number of start-up problems --- problems which certainly were not anticipated at the time the proposal was submitted --- which are primarily staffing problems.

Most of the problems revolve around the vacancy at the top of the Home Start Organization Chart. The absence of a Director, combined with the understandable desire to postpone critical Program decisions until that position was filled, slowed the entire start-up operation.

In some ways, the difficulty in locating a suitable Director is not too surprising in light of the stringent qualifications imposed by CPEC. The real surprise in the area of staffing has been the difficulty in locating Home Visitors of the same caliber as those who applied for the ECE positions. In the long run, this problem could be the more critical staffing problem because, as a result of the differences in the families to be served, the position of Home Visitor may very well prove to be even more pivotal in the Home Start Program than it has been in the ECE Project.

There also is a need to finalize coordinating relationships with the various community service agencies. This activity will involve a fair amount of public relations--- which can be carried out best by the Director.

On the positive side, the existing CPEC staff is now moving to make the more basic program decisions, and when the new Director is located (as they are confident he will be), his job will be one of fine-tuning rather than a major overhaul.

VII. APPENDIX

Nursing Services
(Campbell County Health Department)

CAMPBELL COUNTY HEALTH DEPARTMENT

NURSING SERVICES

Clinics:

Immunization Clinic: weekly at Jacksboro, monthly at Jellico
X-ray: Jacksboro and Jellico
General Clinic: weekly - Jacksboro; monthly - Jellico
immunizations, shots, infant inspection, PKU (Guthrie and Ferrie Cl. Diaper Test), vision and hearing screening. Dietary instruction, general health measures and anticipatory guidance.
Family Planning Clinic
physical exams, Pap smears, VDRL's, Hcts, Compistix urinalysis, weights, blood pressure and Heafs, pregnancy tests if indicated.

Communicable Diseases:

A. Epidemological investigation
B. Teach prevention of spread
C. Teach care of patient - instructions in diet and general care
D. Continued follow-up as indicated

Cancer:

Case finding (thru Family Planning Clinic and home and office visits)
Referral to Tumor Clinic thru private physician and health officer
Follow up on cases as indicated
General health instructions

Tuberculosis:

A. Case finding by testing:
    1. Contacts to known cases
    2. Food handlers
    3. School personnel
    4. School children
    5. Referral of private doctor
    6. Infants and Pre-school
    7. Ones with symptoms
    8. Ones with Positive family history
    9. Family Planning Cases
    10. Others on request
B. Follow up of cases:
    1. Instruction in diet, rest, general care, medication, observe for side effects of drugs
    2. Teach prevention of spread
    3. Contacts routinely tested and/or x-rayed
    4. Arrange for hospitalization
        Cases followed by home visit until inactive for 2 years
    5. Routine x-ray appointments sent as recommended

Maternity:	Home visit to select group: 1. Midwife deliveries 2. Young mothers with first babies 3. Ones with history of complications 4. Ones with history of premature infants 5. Ones not going to M.D. routinely 6. High paeity 7. Antipartum 40 yrs. and above Alleviate fears - counseling and guidance Encourage routine checkups by doctor, B/P, urine, VDRL 1st and 3rd meetings Instruct in diet and care of mother before and after delivery Help make plans for the baby Literature given and discussed Young mother - prepare for delivery Instruction in Family Planning and contraceptive devices
Infant:	General Care Bathing Nutrition (type foods, feeding problems) Immunization, PKU, Mematocrit, detailed inspection, vision, hearing Anticipatory guidance (re: growing patterns, toilet training and weaning, developmental tasks, sibling rivalry, etc.) Any problems Health teaching
Pre-school (1-4 yrs.) and School Children	A. General health instruction B. Follow up of health problems C. Screening for problems
School Services	A. Audio and speech screening B. Follow up of audiometer testing and referral C. Home visit of cases referred D. Heaf testing and follow up of reactors
Crippled Children	Case finding in clinic, home visiting Referrals to clinics Follow up in home visiting
Adult	A. Counseling B. Referral for help with problems D. Instruction in diet, care, general health practices
Family	Instruction in immunization needs, diet, general health practices for family group, accident prevention
Health Education	Talks and lectures Films
Nursing Homes	Supervision Inspection Diet Nursing care of patients

Heart Disease	Rheumatic fever, etc. Rheumatic fever control drugs Supervision of care (diet, rest, medicines) of cases Referral to Heart Clinic or M.D. for checkup
Safety	Incorporate into all home visits
Other	Diabetes, diet, care of feet, general care
Home Nursing Care	Bedside nursing: demonstrate bathing demonstrate giving injections giving injections requires professional expertise changing catheters demonstrate and teach catheter care demonstrate and teach giving enemas care of tracheostomy positioning - prevent decupiti range of motion to prevent contractures, etc. exercises to develop muscles transfer techniques self-help devices, crutch walking, use of wheel chair, etc. care of bed sores colostomy care and dressings All areas of service have priorities
Mental Health	Case finding and referral Drug supervision Supportive care

HOUSTON HOME START

Houston, Texas

Case Study I May 1972

Project Home Start

Houston, Texas

Principal Author: Bill Walker

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IN BRIEF

June, 1972

GENERAL

TYPE OF PROGRAM: Rural Program with one Central Office, 3 divisions located within city limits, 5 divisions in outlying rural areas.

SPONSORED BY: Delegate: Harris County Head Start

Grantee: Harris County Community Action Association

ADMISSION CRITERIA: Head Start Guidelines

PROGRAM START-UP DATE: April 1972

HOURS OPEN: Monday - Friday: 8:30 - 5:30 (Staff available as needed).

FAMILIES RECRUITED: 59

TOTAL PAID STAFF: 11 Total Full-Time: 11 Total Part-Time: 0

TOTAL IN-KIND STAFF: 1 Total Full-Time: 1 Total Part-Time: 0

ETHNICITY OF STAFF:

Anglo: 9% Indian: 0%
Black: 64% Oriental: 0%
Chicano: 27% Other: 0%

SEX OF STAFF: Female: 100% Male: 0%

STAFF POSITIONS: Executive Director, Social Service Coordinator (2 positions), Home Visitor (7 positions), Nurse

POSITIONS OPEN: 0

CHILDREN

TOTAL HOME START CHILDREN:		N.I.					
TOTAL CHILDREN (ELIGIBLE FAMILIES):	N.I.	0-3 years: N.I.		3-5 years: N.I.		6-21 years: N.I.	
ETHNICITY OF FAMILIES:		Anglo:	N.I.	Indian:	N.I.		
		Black:	N.I.	Oriental:	N.I.		
		Chicano:	N.I.	Other:	N.I.		
SEX OF HOME START CHILDREN:		Female:	N.I.	Male:	N.I.		

PARENTS

SEX OF FOCAL PARENT:	Female:	N.I.	Male:	0%
EMPLOYMENT OF FOCAL PARENT:	Employed:	22%	In School or Training:	0%
	Unemployed:	78%	Unknown:	0%
EMPLOYMENT OF OTHER PARENT:	Employed:	75%	In School or Training:	0%
	Unemployed:	25%	Unknown:	0%

COSTS

TO PARENTS:

TO PROGRAM:

ESTIMATED FUNDING:

HEW:	$ 99,999
In-Kind:	10,598
Total:	$110,597

FOR FURTHER INFORMATION, CONTACT:

Janetta Gilliam
Executive Director, Project Home Start
6300 Bowling Green Street
Houston, Texas 77021

MAY 1972

Janetta Gilliam, Home Start Director, won't take no for an answer. If one thing doesn't work, then she'll try something else. Her staff is very much involved in the decision-making process and they are all enthusiastic and supportive of one another and of the Houston Home Start Program. They're trying a lot of new things and going into new areas, like being an urban Chicano Program and a rural Black Program. They're working in the inner city, but mostly they're working in the outskirts of Harris County, in Spring, Kohrville, Huffsmith, Cedar Grove, Barret Station, Bordeville - as much as a 100 miles away from the CAP offices in Houston. From the Harris County Community Action Agency (HCCAA) it takes over four hours to drive through all 10 of the communities where Home Start is going to be. And staff are still learning their way around. Most of them, although from Houston, haven't been to these rural areas. City services, including the poverty programs, just don't get to places like Kohrville.

In May, 1972, most of the Home Start families have been recruited and staff are just beginning to make home visits. The main meeting place is their office, which is half of a conference room in the HCCAA building; a sprawling one-story, grey structure on Bowling Green Street in Houston. HCCAA has 760 full-time employees, although many of them are located in the 38 Head Start Centers around the City. Like many things in Texas, HCCAA is a big operation. Each group -- Concentrated Employment Program, Emergency Food and Medical, Head Start, Planning, etc., and now Home Start -- learns to exist in an independent but coordinated way. The Home Start staff know how to exist. Several of them, including the Director, Janetta, worked for HCCAA under Head Start. They know the people and how to get things done.

Things are a little hectic now at the beginning. They only have the one office for 10 people, which is hard even when they are out in the field a good deal of the time. Just inside the door there are two desks. The first is for the Receptionist-Secretary who greets everyone with a friendly smile, especially Anglos. Behind her is Janetta; papers stacked high and the telephone busy. Home Visitors, the two Social Service Coordinators, and the Nurse sit around a large table in the middle of the room. Cardboard boxes are all around, with one large file cabinet in the corner containing all of the Home Start materials: family application forms, an information pamphlet, children's books in English and Spanish, blocks and trucks, puzzles, records, pictures and copies of a summary of the Program, which staff put together as a result of sitting around the table discussing Home Start and defining their tasks.

The staff spent hours during the first months discussing the Program; working out precisely what they want to do. People from other agencies and from their own HCCAA staff came to talk about the different needs of families and the staff's own needs in working with these families: constantly learning more about health, nutrition, social services and Early Childhood Education. Now they're spending more time out in the communities recruiting families and just beginning to make home visits with mothers, fathers, and children.

They meet together briefly in the morning. Mary Dickerson, who along with Janetta has been with the Program since the beginning, in a cooperative way helps see that people get off to their areas, answering and asking questions as she goes. She takes a new Home Visitor, Lana with her into the field, so that she can see the areas. They drive through each little community, taking and entire afternoon, as part of the new staff member's orientation to Home Start. Everyone knows all of the areas at least a little bit so they have an idea of where their particular families fit. In a few weeks Lana will be able to take another new staff person through all of the areas.

Home Start has only one office now, but there's no question in anyone's mind that Janetta will find them more space, files and desks. There is also no question that the staff, strong but diverse, will meet the goals they've set. Next on their list is to get the parents together. The first large group meeting attempt didn't work. Now they're going to try meeting in smaller groups, one in each of the 10 communities. If this doesn't work, then they'll meet and discuss and find out what's working in one place or call in outside people who might have suggestions. They'll come up with another approach.

In May, 1972, the feeling is strong that the Home Start staff will get where they want to go: that families in the Chicano and rural Black areas of Houston will be behind them; and that very soon the parents will be in front of them, leading the Home Start Program.

I. START-UP

Community

Harris County is located in Southeast Texas. It's bordered by Waller and Montgomery Counties on the North, Brazona and Galveston Counties on the South, Waller and Fort Bend on the West and Chambers and Cedar on the East. Harris County is a large county emcompassing 2,500 square miles, with a population of almost one and three-quarters million people as of 1970.

According to the Harris County Community Action Association (HCCAA) Planning Department, Harris County has increased in population in the last 10 years by over 40%. The Anglo population has increased 26.69%, compared to an increase of 42.37% for Blacks and 147.58% for Spanish-speaking. While many Blacks and Chicanos live in or relatively close to downtown Houston, there are many Blacks and Spanish surrounding the city. There is some racial tension, witnessed by recent arrests and the increase in violence involving racial mixes.

There are many centrally located social service agencies. Many of them fall under the responsibility of HCCAA. (See Organization Chart in Appendix VII.) These agencies are willing to share the facilities and knowledge of the communities with Home Start.

History

In 1962 the Community Council of Houston and Harris Counties, along with the University of Houston, filed a joint application to the President's Committee of Juvenile Delinquency. This was done in the hopes of funding a planning grant to finance Greater Houston Action for Youth (HAY). The planning grant was eventually funded in 1964. It was established in a demonstration area near northwest Houston.

During that same year, President Johnson created the Office of Economic Opportunity, thus authorising the establishment of Community Action Agencies which were to "provide stimulation and incentive for urban and rural communities to mobilize their resources in order to combat poverty." In 1966, the Houston-Harris County Economic Opportunity Organization (H-HCEOD) was created to develop a local Community Action Plan. In 1967, there was a merger between HAY and H-HCEOD; Harris County Community Action Association (HCCAA) was established.

Since 1967, HCCAA has received and built an extension Head Start Program. It currently has over 38 centers. However, HCCAA had no Home Visit Program. HCCAA received notice that it had been selected to sponsor one of the 15 demonstration Home Start Programs just shortly before the National Home Start Conference in April 1972. The Director and two Home Visitors were hired by HCCAA and sent off to the Conference. Returning home, the Director settled down to the business of hiring the rest of the staff and writing the draft Home Start proposal which would be the basis for Program operation.

Recruitment

Working in the outlying rural areas of Houston, it became very clear that there were only a few ways in which recruitment could take place: referral and knocking on doors. Referral by other community agencies, such as Head Start, was the most obvious approach. All candidates on Head Start's waiting list, who have never participated in Head Start but met the Home Start guidelines, were eligible candidates. Referral from community organizations were also solicited. The recruitment procedures attempted to disseminate available Home Start information agencies while producing names of possible eligible families. This proved to be a key link in getting information into the communities. Organizations like the local church and the Community Clinics (many of which were set up by Harris County Health Department) were contacted. Contact with other agencies proved to be vital to the Program in establihsing a location for the Health Component of Home Start.

The most effective method of family recruitment was to knock on doors in the community, sit down with parents and explain the Program, and if families became interested, determine their eligibility by filling out an application. At the same time, Recruiters asked the families if they had friends who might be interested in the Program. As of late May, applications had been received from at least 85 families, of which 60 were eligible. As group meetings are set up, new families are introduced more fully into the Program, staff will gather the names of additional potential new families.

Initially recruitment of families was done by Janetta, the Director, and the two Home Visitors who had previous experience in the Florida Parent Education Program. Mary Dickerson and Linda Pina, all members of the staff are now recruiting families under the direction of Janetta, Mary and Linda. It appears that by the end of June the projected 80 families will be enrolled in the Program.

Training

Janetta Gilliam, Mary Dickersen, and Linda Pina attended the National Home Start Conference in St. Louis. The Director and the two Home Visitors found the Conference to be a useful resource for developing in-service training. Janetta, having worked with the Neighborhood Centers in Texas, has had other experiences dealing with the problems of the community and parents and children. The two Home Visitors, having been part of the Florida Parent Education Program, had dealt with many of the same problems inherent in Home Start. As staff met to define their roles and develop the program,resources from various agencies were asked in to assist them.

The Director, having selected her staff carefully, is now in the process of designing and implementing the more formal in-service training program for the Home Start staff.

Families

Of the families enrolled in the Program 36% are Mexican American, 63% Black and less than 1% Anglo. However, the Director and Home Visitors are making some attempt to recruit more Anglos and balancing the racial mix of families.

All families have been recruited on the basis of Head Start guidelines, as well as the specific Home Start guidelines.

A particular problem in the recruitment of families has been reflected in Houston-Harris County Home Start. In the process of identifying families that have children between the ages of 3-5 and who meet the OEO Poverty Guidelines, recruiters have been able to find only a limited number of families who are eligible. It seems that most of the families contacted have children under 3 years of age or over 5 years. While recruiting the remaining families Home Visitors are also identifying current families who will only need the program for one year. The Director is also in the process of surveying several more communities and contacting other agencies to determine the extent to which the eligibility problem exists.

With the exception of one parent, all the Home Start parents are the natural parents of their children. At present over 55% of the parents are unemployed. The specific breakdown on parent employment will be covered in the next case study. An examination of such factors bears further attention since the HCCAA Planning Department shows unemployment has decreased in the last 10 years.

II. PROGRAM- WHO, WHAT, HOW

Goals and Objectives

The Houston Home Start objectives can be found in the draft proposal submitted by the Program Coordinator, Janetta Gilliam. This proposal presents the four major goals of Home Start as:

- To develop and coordinate a system of the delivery services to families.
- To involve parents directly in children's everyday learning and development.
- To assist parents in identifying and strengthening their skills , both individually and in groups.
- To develop positive attitudes in the staff in being sensitive to the families and communities.

In order to realize these goals, Home Start has identified several specific objectives:

- To develop the delivery system, close coordination of staff visits to Home (given the geographical situation), sound transportation systems, sound and sincere committment from the community resources, and an extensive plan of procedure scheduling .
- To involve parents directly in child's learning and development. This entails first overcoming the reasons for non-involvement and interesting the parents in the learning of the developmental processes Parents interacting with the child is a step in learning to understand the roles of both.
- To aid Home Visitors in establishing a rapport with parents which will allow Visitors to idenify parents' skills. This rapport will in turn permit Visitors to help parents strengthen their skills and build self-confidence.

After the Program was funded, staff worked hard during their start-up period to put their goals into immediate operational terms:

- To develop a Home Start Policy Committee based on Head Start regulations.
- To encourage verbal relationships between parent and child.
- To encourage family interaction.
- To increase parents' self-confidence and understanding.
- To encourage and develop sound nutrition through meal planning.
- To encourage the use of referrals that are available through health, educational and social services in the community.
- To work with parents in planning specific times for family activities.

While staff have identified these goals, they strongly believe the parents, if the program is truly to help parents, must be involved in setting both program and individual goals. So all goals and objectives are subject to review and change when parents begin meeting in August. These goals and the involvement of parents in further developing them will be carried out by the work of the Home Visitors. The Houston-Harris County Home Start staff firmly believes that the backbone, the success or failure of the Program, will largely lie within the hands of the Home Visitors.

Health

Most of the Health Services will be provided by the Staff Nurse and the Harris County Health Department. At present the Program is searching for a second full-time nurse. Because the families being served have a sizable Spanish-speaking population, it is imperative that the Nurses be bi-lingual. Each Nurse will be responsible for visiting 40 families. Having developed a list of referral agencies, the Nurse will ensure that families have access to such directories. Each Nurse will spend time in the home developing a rapport so that parents and children feel free to reveal and and/or all personal problems that may not be immediately evident. If the problems are beyond the scope of the Nurse's expertise, referrals will be made. In addition, each Nurse will be responsible for ensuring that each member of the family receives free immunizations, and transportation to and from the available Public Health Service Clinic.

The Nurse is currently contacting Health Clinics (most of which were established by Harris County Health Department) for possible use of additional services and the coordination of the availability of other Social Service Agencies.

Home Start children will receive the same health services as Head Start children, but Home Start staff efforts will be less direct and will concentrate on referrals and follow-up. When free services are not available the staff will provide children with Program-paid services. Unfortunately, these paid services will not be available for the entire family, but Home Start will help to establish appropriate links.

Head Start also has Dental services available. An attempt to enlist these services, as well as outside services, are being made by Home Start staff.

Nutrition

It will also be the Nurse's role to supervise the nutritional aspects of the Program. The Nutrition Component of the Program attempts to help the families best use what food they have available. This means the Home Visitors will be in the homes, talking and familiarizing themselves with the type of food normally consumed in order to get an accurate assessment of eating habits. Having done this, if it appears that a balanced diet (given the food available) is not maintained, then the Home Visitors will, based on a sound rapport, make some suggestions about alternative food preparation.

A full-time Nutritionist, presently on the staff of Head Start, will be helping the Head Start Director, Mr. Leonard learn more about nutrition themselves and develop a program for the families. She will assist in planning a workshop and possibly some field visits for Home Visitors. Parents' group meetings will also introduce concerns about nutrition. Home Visitors will bring the subject up for discussion and will determine if the parents have any real interest in learning more about nutrition. If so, it will be possible to bring the Nutritionist to a meeting and/or organize a shopping trip with the emphasis in selective buying within the resources available to families.

This type of training can also be done on an individual basis.

Psychological and Social Services

Psychological and Social Services will be available both directly and by referrals. The major sources of direct service will be the group meetings and home visits, and direct services will be provided primarily by Home Start Staff and Home Visitors.

The process of bringing parents together in groups is contingent upon the assumption that parents need to accept themselves. Parents must identify their own strengths and weaknesses, set goals for themselves, and move in those directions, with the aid of the Home Start Staff. Being able to help parents individually will lend to a better ability to respond to the needs of the family as a whole. Raising self-esteem is not a tangible process, it is not one which is calculated by a prescribed method with easily measured steps, yet it is a process during which the Home Visitors must maintain a high degree of sensitivity. Assistance will be provided to the Home Visitor in the form of in-service workshops with the Head Start Staff Psychologist and Sociologist.

Referrals for individual family needs will be made by the whole staff. The staff Psychologist for Head Start will handle whatever problems she can, but also other resources such as Dr. Robert Williams from the University of Houston Mental Health Association, and Ms. Becky Shaver from Family Services, will be available.

Transportation will be provided for those families needing assistance in obtaining psychological and social services. Rides to and from clinics and follow-up to see if parents and/or children actually received referred services, will be part of the Program.

The delivery of Social Services will occur on a similar basis. The philosophy is that if social interaction, social exposure, personal growth and learning occurs, then social development is being actualized. For direct individual needs, referrals will be made to the professional resources available.

Education

Education services will be provided directly by the Home Start Staff. The Home Start Staff will have the assistance of professionals, such as Head Start Educational Directors, and members of the University of Houston, Texas Southern University, and the Parent and Child Center in the area. In-service training will provide the staff with the methodology and skills involved in child stimulation, to aid in growth and the learning processes.

A wide range of materials have been purchased to support use of items and materials found in the home. Such things include:

- Record Book - Bowman Publishing Corporation. These will aid the cognitive development such as "retention, and development and use of the imagination." A set of photographs were also purchased.
- Stories Book - Bowman Publishing Corporation. These are both in English and Spanish. These will aid in visual identification and verbal interaction with reader.
- Childrens' Song Books from Mexico- These will aid in building self-image, particularly for Spanish-speaking participants.
- Emotions - Set of illustrative pictures. Aids in teaching concepts.
- Puzzles - These will aid in visual discrimination and hand-eye coordination.
- Five Finger Exercises - These will aid in building hand-eye coordination, mathematical concepts, color concepts.
- Color Blocks - These will aid in developing color and shape concepts.

These materials are only to lend support to materials found in the home. It is the staff philosophy that parents must be aware that belonging to the Program does not necessitate buying a lot of expensive materials; they should realize that there are interesting and useful household items that can be used to aid in the stimulation of the child.

These materials have a more significant purpose than just direct stimulation of the children. The key issue is to involve the parents, to increase the amount of parent and child interaction, to make the parent aware, and to help them understand the learning process of children. Not only will this be valuable to the target children, but it will also be valuable to other children in the home, who are siblings of the target participants.

Group meetings will enhance the education of the parents. These meetings will assist in identifying the interests of the parents. After determining parent interest, Home Start staff will help provide activities, discussions and trips that will build upon these interests. The objective is to establish the concept that education is a never-ending, on-going process.

III. HEAD START

Program and Staff

Head Start is part Harris County Community Action Agency, operating 38 Head Start Centers in Harris County, serving three to five year olds. The program provides multi-development services which include child care, meaningful parent involvement, nutrition, social services and good physical and mental health. According to the HCCAA manual.

> By working with the child's present environment, it is the objective of the Head Start Program to better prepare the child to cope with his/her future world.
>
> Of special importance is the integral involvement of parents in the Head Start Program. Each Center has a Head Start Committee composed of parents and children of the Head Start Center. In addition, each of the 10 centers has a Head Start Policy Committee and there is a Head Start Policy Council for the entire County. Each of the above groups consists of parents of Head Start children and community representatives. These groups work closely with the Head Start Program.

The Headquarters staff of HCCAA includes the Director, his assistant and a Nutritionist, a Psychologist, a Sociologist, a Nurse a Parent Involvement Coordinator, and two Volunteer Recuriters.

Similarities and Differences

Home Start and Head Start will be providing similar Health, nutrition, and psychological and social services. Home Start will rely more heavily on referrals, rather than direct services, however. In the area of education Home Start is much more focused on involving parents in the actual education of the children than is Head Start. Both, however, are concerned with involving parents in the decision-making process about things which directly affect their own lives.

Both programs have the same Director, but Home Start is its own Program and calls on the Head Start Program as they feel they are needed. Both programs serve low income Black and Chicano families, but Home Start is focusing on the rural areas while the majority of Head Start Centers are located in the city. Several Home Start staff members, including the Director, were formerly with Head Start.

Shared Resources

Head Start and Home Start share many administrative and supervisory resources under the HCAA organization. Very little administrative time or materials are budgeted in the Home Start proposal. They share the same Director and support staff similar to the way one of the Centers would. This also means that personnel actions must be approved by the Director, A.B. Leonard. HCAA provides space and is temporarily supplying basic materials such as papers and pencils. Head Start Center staff have also helped, where possible, in identify potential families. The Secretary is currently on loan from Head Start.

In general they are two separate but well coordinated and complementary programs.

IV. ORGANIZATION

Policy Making

Final policy approval for Home Start rests with the HCCAA Board of Directors. This policy for the Houston-Harris County Home Start Program is mainly developed, however, by the Director of Home Start and her staff under the supervision of Mr. Le ard, Director of Head Start, to whom the Home Start Director reports, and with the assistance of his professional staff. The Director of Home Start is presently setting up the Parent Policy Committee, which will also assist in policy development.

The Planning Department for HCCAA assists in doing local community and statewide research. It also helps ensure that all Federal guidelines such as HEW, OEO, and National (such as Head Start and Home Start) guidelines are met. HCCAA assists in proposal writing and is generally available for additional referral assistance. The Houston HCCAA Office officially surveys all of HCCAA programs and offers suggestions and/or technical assistance. The Project is administered with the following areas:

- Program Planning -- The Director, Social Service Coordinators and the Home Visitors have primary responsibilities for Program planning. The Director has final approval.
- Budgeting -- The budget is developed by the Director, with the assistance of the Director of Head Start, Comptroller, and formally submitted to the Executive Director of HCCAA. Monthly requests are made to the Executive Director and monies are directly forwarded to Home Start. The Executive Director of HCCAA.

- Staffing -- Applications for Home Start positions must be cleared by the Executive Director of HCAA. All hiring and terminations are made by the HCAA Executive Director based on Home Start/Head Start recommendations. Changes in staff responsibilities are done by Home Visitors in consultation with the Home Start Director.

- Operations -- Group meetings will occur at least once a month, with each group of parents determining the interests to be discussed. The Home Visitors for each group will, in turn, be responsible for seeing that all Home Start Staff and resources work in close cooperation to meet parents' stated needs.

In general all staff and resource personnel work closely to form policy and its implementation.

Staff Organization

As Director, Janetta Gilliam is responsible for Program operations. She directly supervises the two Social Services Coordinators, as well as the Nurse, along with the seven Home Visitors. The Clerk-Typist, presently on loan from Head Start, also reports to Janetta. The Director is primarily responsible for developing community resources for use by the Program and will be the principal liaison in communication with other Social Service Agencies. She will also develop, direct and maintain in-service training for the entire staff.

The two Social Service Coordinators are responsible for visiting 40 families each. Coordinating social services for particular families, such as transportation, referrals and services other than Home Visits, the Social Service Coordinators are responsible for completing all record forms, with the exception of the fiscal reporting forms.

The Nurse is responsible for visiting the families and assisting in the Nutrition and Health Components of the Program. The Nurse makes necessary referrals, both directly and through the Social Service Coordinators. The Nurse is responsible for maintaining the Family Service Records pertaining to health maintenance and checks on referral completion.

The Home Visitors are responsible for maintaining a close rapport with each family. Visits to the home are made at least twice a week for one hour per visit. The Home Visitor will be mainly responsible for the education of the parent and child. (See Home Start Organization Chart.)

Staff Meeting and Records

The entire Home Start staff meets every Wednesday from 8:30 a.m. to 5:30 p.m. It is at this time the Director brings the staff up to date on the progress of the Program. The staff make their reports about each of the Program Components. Wednesdays are used for in-service training. It is at this time that the Director and staff meet with many of the professionals who donate their services to the Program.

Each Home Visitor keeps records on her families and is responsible for submitting these records to the Social Service Coordinators. The Nurse submits her Family Service Health Forms to the Social Service Coordinators. The Nurse submits her Family Service Health Forms to the Social Service Coordinators. The HCAA comptroller has agreed to submit the Home Start Fiscal Reporting Forms to the Head Start Director (in lieu of his own forms).

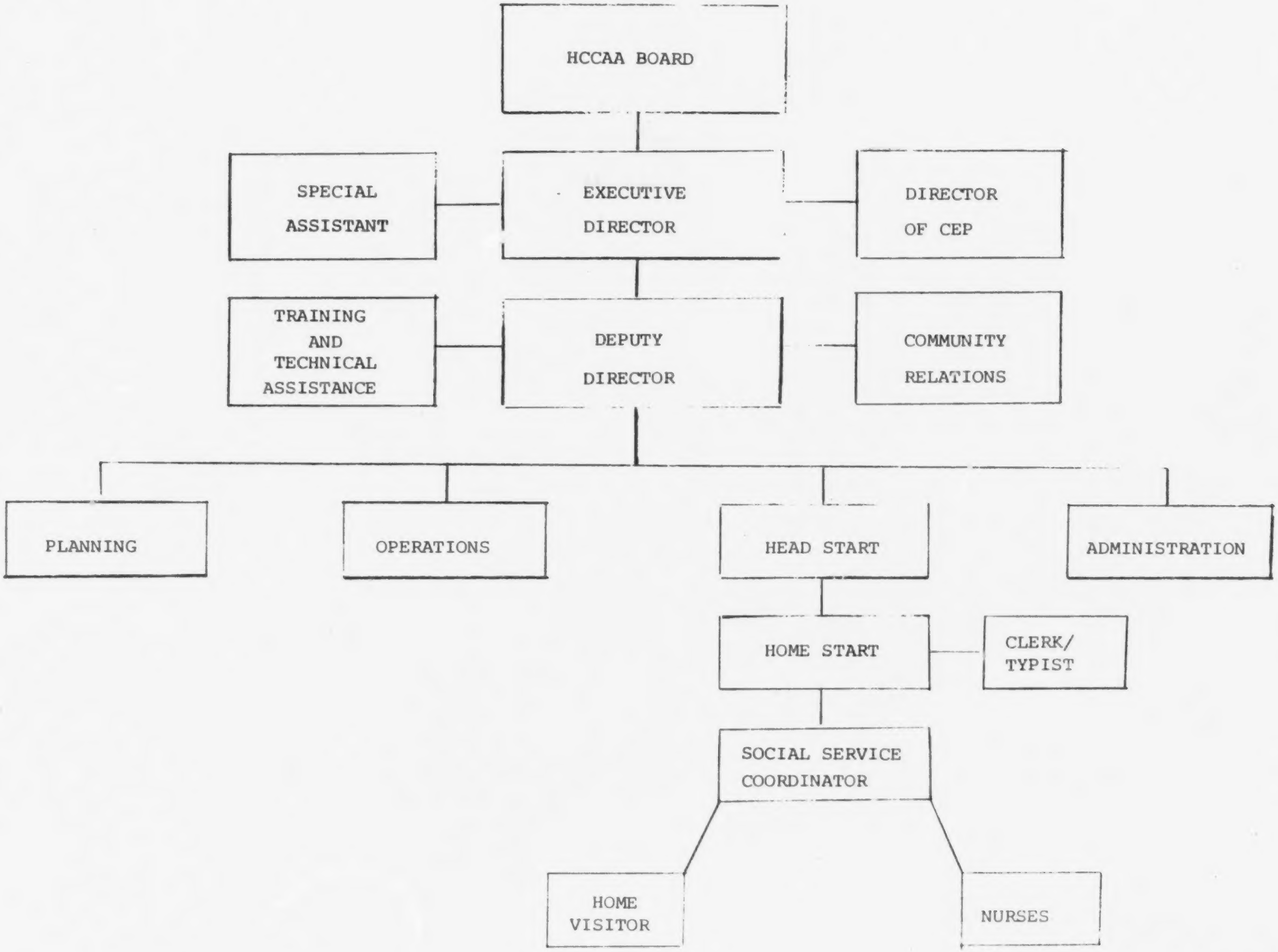
All records will be kept in central files at the Home Start Office. Staff have developed several of their own forms which will be coordinated with those required by OEO.

Staff Training

All Home Start Staff members have received over a week of pre-service training which was spread over the first several weeks of operation. Further in-service training (for the Wednesday workshop) is being developed and implemented by the Director, with the consultation from professional resources in the community and based on the expressed needs of the staff.

ORGANIZATION CHART

HOUSTON HARRIS COUNTY COMMUNITY ACTION ASSOCIATION


HCCAA BOARD
SPECIAL ASSISTANT
EXECUTIVE DIRECTOR
DIRECTOR OF CEP
TRAINING AND TECHNICAL ASSISTANCE
DEPUTY DIRECTOR
COMMUNITY RELATIONS
PLANNING
OPERATIONS
HEAD START
ADMINISTRATION
HOME START
CLERK/ TYPIST
SOCIAL SERVICE COORDINATOR
HOME VISITOR
NURSES

V. RESOURCES

Resources will be mainly provided to the Houston Home Start by the Head Start Program and HCCAA Head Start's Psychologist, Nutritionist, and Social Worker will be available for in-service training and consultation for staff, as well as direct service to families.

Other resources will be the Harris County Health Department, the Mental Health Clinic, Dr. Robert William, a Psychologist from Texas Southern University will also be available, Becky Shaver from the Family Services Department and Anna Eatkin from Parent Child Center.

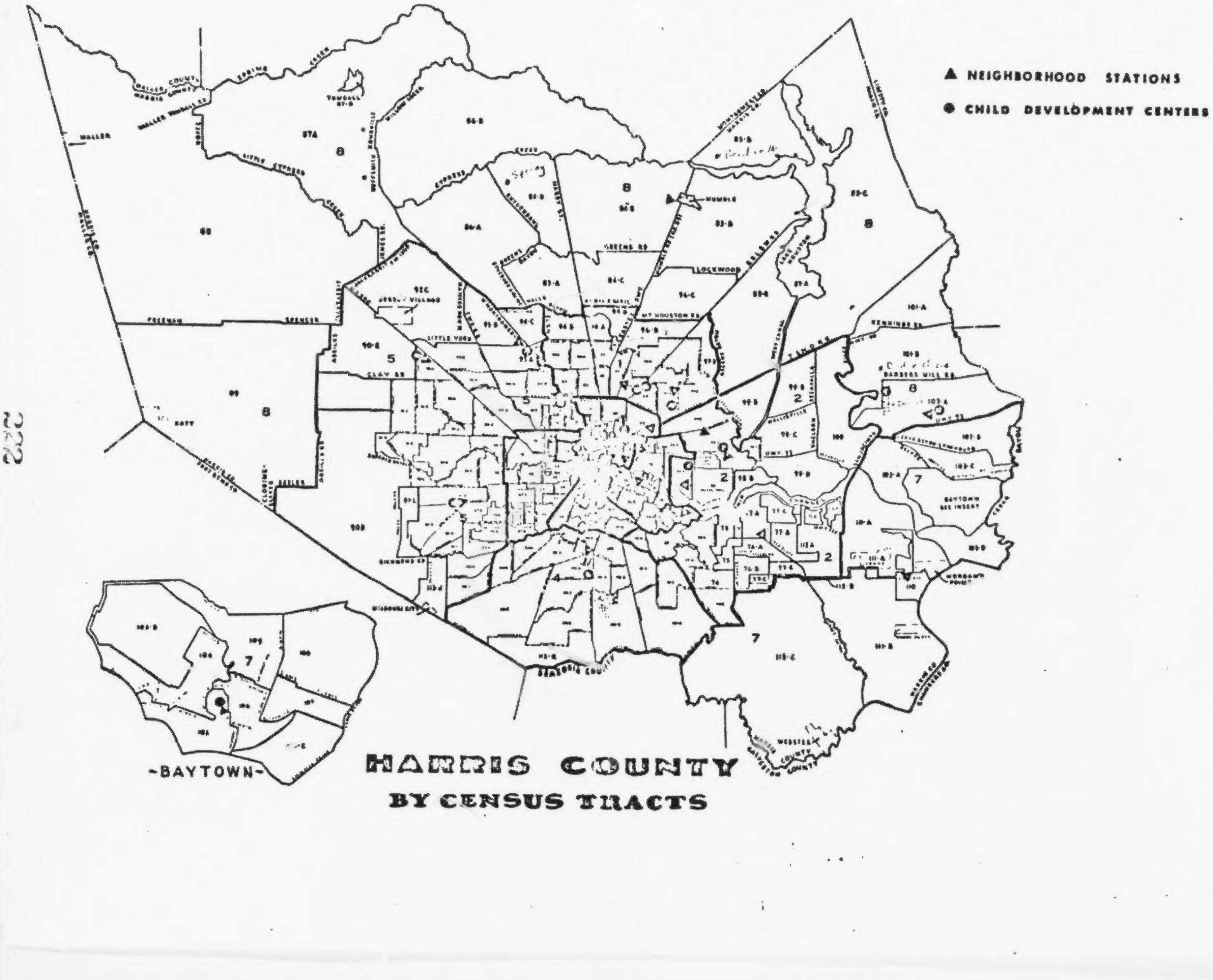
Volunteer service and other community resources are being developed by the Director of Home Start. (For complete listing of community resources available to the Program see Appendix.)

A complete cost-benefit analysis is being planned for the Home Start Project. Donated Goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. APPENDIX

- Map
- Community Health Clinics/Resources
- Job Descriptions

Map


▲ NEIGHBORHOOD STATIONS
● CHILD DEVELOPMENT CENTERS
WALLER COUNTY
HARRIS COUNTY
WALLER
SPRING CREEK
TOMBALL
LITTLE CYPRESS
CYPRESS CREEK
HUMBLE
GREENS RD
LOCKWOOD
MT HOUSTON RD
LITTLE YORK
JERSEY VILLAGE
CLAY RD
FREEMAN
SPENCER
KATY
KENNINGS RD
BARBERS HILL RD
HWY 73
BAYTOWN SEE INSERT
MORGAN'S POINT
RICHMOND RD
BRAZORIA COUNTY
WEBSTER
GALVESTON COUNTY
87A
86-B
86-A
85-B
85-A
84-C
83-B
83-C
92C
90-E
89
88
90B
101-A
103-A
113-C
8
5
2
7
6
4
-BAYTOWN-

HARRIS COUNTY
BY CENSUS TRACTS

Community Health Clinics/Resources

HARRIS COUNTY HEALTH DEPARTMENT SCHEDULES OF CLINICS

____________________ M.D., M.P.H., Director   PHONE: CA 8-8311, Ext.346,347,& 348

CLINICS	
Acres Home	8111 Lawn St.
Barrett Station	Baptist Church Cafeteria-corner of Lynchburg-Crosby Rd & Arcadian Dr.
Baytown	3012 Market Street
Highland Hts.	3316 DeSoto
Hufsmith	Troy Street, Community Action Bldg. (Hufsmith, Texas)
Jacinto City	1022½ Cynthia
Kinwood	5739 Norments at Mark St., Kinwood Baptist Mission Church
La Porte	300 W. Main
McNair	Holy Family Church Recreation Bldg., on Perry St.
Main Office	404 Caroline
Melrose Park	Canino Road, County Park Bldg.
Red Bluff	Joseph St., in Community Center Bldg.
So. Houston	Georgia & State St.
Spring	Nelson St. (Spring, Texas)

DAY & TIME OF IMMUNIZATION CLINICS: (No appointment necessary)

MON.:
ACRES HOME, Each Monday at 12:30 P.M.
HIGHLAND HTS., Each Monday at 12:30 P.M.
RED BLUFF, 1st, 3rd, & 5th Monday at 1:30 P.M., 2nd & 4th Monday at 8:00 A.M.
SPRING, 1st & 2nd Monday at 1:00 P.M.

TUES.:
ACRES HOME, Each Tuesday 8:00 A.M.
BARRETT STA., 2nd Tuesday at 1:00 P.M.
BAYTOWN, Each Tuesday at 1:00 P.M.
HARRIS COUNTY BOYS SCHOOL, 1st & 3rd Tuesday at 1:00 P.M.
SO. HOUSTON, 1st & 3rd Tuesday all day, 2nd & 4th Tuesday at 1:00 P.M.

WED.:
ACRES HOME, Each Wednesday at 8:00 A.M.
BAYTOWN, Each Wednesday at 1:00 P.M.
HUFSMITH, 1st & 2nd Wednesday at 9:00 A.M.
KINWOOD, 1st & 3rd Wednesday all day, 2nd & 4th Wednesday at 1:00 P.M.
LA PORTE, 1st & 3rd Wednesday at 1:00 P.M., 2nd & 4th Wednesday all day

THURS.:
ACRES HOME, Each Thursday at 8:00 A.M.
BAYTOWN, Each Thursday at 1:00 P.M.
LA PORTE, Each Thursday at 8:00 A.M.
MC NAIR, 3rd Thursday at 1:00 P.M.

FRI.:
ACRES HOME, Each Friday at 8:00 A.M.
HIGHLAND HTS., Each Friday at 8:00 A.M.
JACINTO CITY, 1st & 3rd Friday at 8:00 A.M.
MELROSE, Each Friday at 1:00 P.M., 2nd & 4th Friday at 8:00 A.M.
SO. HOUSTON, Each Friday at 1:00 P.M.

DAY & TIME OF WELL CHILD & MATERNITY CONFERENCES: (By appointment only)

MON.:
RED BLUFF W.C.C., 2nd & 4th Monday at 1:30 P.M.

TUES.:
ACRES HOME MTY., Each Tuesday at 12:30 P.M.
HIGHLAND HTS. W.C.C., 1st Tuesday at 8:00 A.M., 3rd Tuesday all day
SO. HOUSTON W.C.C., 2nd & 4th Tuesday at 8:00 A.M.

WED.:
HIGHLAND HTS. MTY., Each Wednesday at 8:00 A.M.
KINWOOD W.C.C., 2nd & 4th Wednesday at 8:00 A.M.
LA PORTE W.C.C., 1st & 3rd Wednesday at 8:00 A.M.

THURS.:
ACRES HOME W.C.C., Each Thursday at 8:00 A.M.

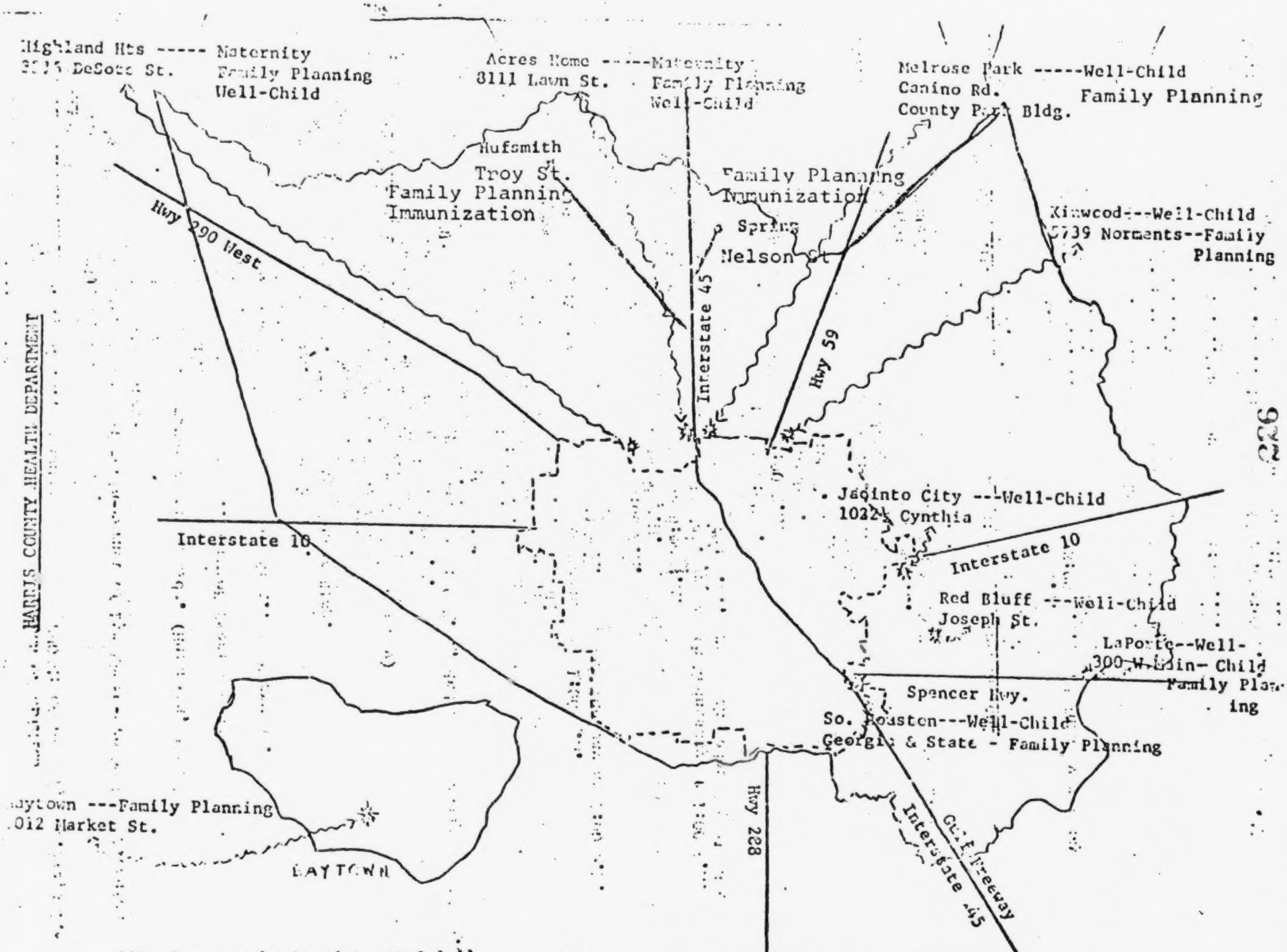
FRI.:
JACINTO CITY W.C.C., 2nd & 4th Friday at 8:00 A.M.
MELROSE W.C.C., 1st & 3rd Friday at 8:00 A.M.

Revised 2-9-72

RESOURCES

1.	Ms. A. Mitchell	T.S.U. Head Start
2.	Ms. Birdell Truitt	
3.	Comprehensive Ser. Program	S. Gomez (N.C.D.C.A.)
4.	Anna Eatkins	Parent-Child Center
5.	Jeannette Rummel	R.T.O. (TSU)
6.	Dr. Robert Williams	Psychology Dept. (U of H)
7.	Child Guidance	
8.	Mental Health	
9.	Visiting Nursing Association	
10.	Family Service	Ms. Becky Shaver
11.	City and County Health Dept.	
12.	Volunteering Service	Head Start

HARRIS COUNTY HEALTH DEPARTMENT


Highland Hts ----- Maternity
3315 DeSoto St. Family Planning
Well-Child
Acres Home -----Maternity
8111 Lawn St. Family Planning
Well-Child
Melrose Park -----Well-Child
Canino Rd. Family Planning
County Park Bldg.
Hufsmith
Troy St.
Family Planning
Immunization
Family Planning
Immunization
Spring
Nelson St
Kinwood---Well-Child
5739 Norments--Family
Planning
Hwy 290 West
Interstate 45
Hwy 59
Jacinto City ---Well-Child
1032 Cynthia
Interstate 10
Interstate 10
Red Bluff ---Well-Child
Joseph St.
LaPorte--Well-
300 W. Main- Child
Family Planning
Spencer Hwy.
So. Houston---Well-Child
Georgia & State - Family Planning
aytown ---Family Planning
012 Market St.
BAYTOWN
Hwy 228
Gulf Freeway
Interstate 45

((Conferences by Appointment Only)) --- SEE BACK FOR IMMUNIZATION CLINIC SCHEDULES

STAFF REQUIREMENTS

1. Must be in good physical and mental health.
2. Each staff is required to work (40) hours per week.
3. Must have some means of transportation.
4. Must know and understand the goals and objectives.
5. Must be sensitive to the families and community.
6. Must meet all Home Start requirements (90) days.
7. Must be able to communicate assigned families and community.
8. Must be able to communicate and cooperate with all staff.
9. Must be dependable and punctual.
10. Must attend all workshop and training sessions.

Job Descriptions

ROLES OF SOCIAL SERVICE COORDINATOR

1. Enrolling Families

2. Help Families Utilize Community Services
    - A. Transportation to agencies or job interviews.
    - B. Supportive Counseling.
    - C. Advocate providing supportive efforts to effect changes in the family and community life.
    - D. Referrals and follow-ups.
    - E. Providing psychological services.
        - i. Individual
        - ii. Group

3. Means of Contacting Families
    - i. Group discussions
    - ii. Telephoning
    - iii. Home Visits

4. Information Gathering
    - A. Reporting
    - B. Recording
    - C. Observation
    - D. Community leaders

ROLE OF PROGRAM COORDINATOR

1. Plan and implement an extensive preservice training program relating to the objectives of Home Start.
2. Coordinate all other pre-service training plans in cooperation with component specialists.
3. Plan a continual in-service training program for all Home Start staff, with consideration for input from parents.
4. Guide teachers in planning suitable educational activities for each family.
5. Select appropriate materials and equipment for educational activities in target home.
6. Provide and/or recommend resources to teachers, to assist mothers in creating desired learning situation.
7. Devise an evaluation system for assessing the effectiveness of staff and use system for strengthening program.

THE ROLE OF THE HOME VISITOR

Learning "how" to make home visits is a process developed over a period of time. The process involves:

1. Planning
2. Trying out your plans in a visit
3. Thinking carefully about what happens during the visit or simply evaluating the visit.

The home visitor must look carefully at the failures and success of the visit. The person who is responsible for carrying out the training program for the mother is the Home Visitor. The home visitor's job is to implement the program with the parent. The role of the Home Visitor in working with the parent is based on the role of the parent in working with their children. The home visitor teaches by example. She does not tell the parent what to do with her child or children. She shows the parent what to do. The home visitor actively involves the parents in finding ways to help children develop skills and positive attitudes which are important to school success. Each activity is planned to give both parent and child a feeling of success.

The home Visitor must be aware of, and sensitive to, the living conditions of the families with whom she works. The job of the home visitor is to tap the everyday knowledge, skills and interest of the parent. Effective home visiting must be based upon trust of the individual with whom we are working.

We must not impose our ways of thinking and doing things on other people. A starting point for the Home Visitor is building the parent or parent's know-how. As the parent and children take part in planned activities of the Home Start Program, they (the parent) are helped to see the kinds of things children learn at home. Planned activities in the home enhances positive interaction between parent and child or children.

One important factor to remember is start where the family is. The Home Visitor is a friend, who listens and understands, but at the same time, does not pity or coddle the parent. She helps the mother learn to do things for herself; however the Home Visitor continues to support what the mother is doing, but does not take even what the mother is doing. This helps the mother develop the "can do" attitude. Home Assignments left by the home visitor help the mother to be able to work on specific things with her child in between visits by the Home Visitor.

ROLES OF HOME VISITORS

I. Brief description of the purpose of Home Start
   - A. Description of the role of the Home Visitor
   - B. Description of the role of the parent

II. Parent Involvement
   - A. Meeting with selected families
   - B. Introducing new ways in using materials in the home
   - C. Family planning activities

III. Planning Activities
   - A. Objectives to be used
     - 1. For parent
     - 2. For target child
     - 3. For other children in the family
   - B. Activities to be used
     - 1. For target child
     - 2. For other children
   - C. Material to be used
     - 1. Founded in the home
     - 2. Taken in the home

IV. Presentation of Activity
   - A. Instruction (simple).
   - B. Demonstrate the materials to be used.
   - C. Feedback from parents on the activity (opportunity to ask questions about activity).
     - Role Playing
   - D. Observing parent and child interaction during activity
   - E. Including activities for other children
   - F. Evaluation of visit.

ROLE OF THE NURSES

The medical component of the Home Start Program have three objectives:

- A. To screen the children for possible health defects;
- B. To improve physical and mental health.
- C. Health education for the parents that might better health conditions for the entire family.

All of this will be done through the following ways:

1. Screening examination
2. Vision
3. Dental examination

The nurse will be responsible for:

1. Making the arrangement with a physician or physicians for examination.
2. Scheduling appointments (time,dates, and places) with the physician for examination.
3. Gathering all medical and health information needed prior to examination.
    - i. Family data
    - ii. Medical History
    - iii. Immunization history from parents
4. Recording all medical findings on each child or children
5. Keeping all information confidential
6. Following of health defects and continuing health supervision of children.

TEXAS MIGRANT COUNCIL HOME START

Weslaco, Texas

Case Study I June 1972

Project Home Start
Weslaco, Texas

Principal Author: Brigid O'Farrell

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IN BRIEF

June 1972

GENERAL

TYPE OF PROGRAM: Rural Migrant

SPONSORED BY: Grantee: Texas Migrant Council

ADMISSION CRITERIA: Head Start Guidelines

PROGRAM START-UP DATE: April, 1972

HOURS OPEN: Not yet established

FAMILIES RECRUITED: 80

STAFF

TOTAL PAID STAFF:	16	Total Full Time:	16	Total Part-Time:	0
TOTAL IN-KIND STAFF:	2	Total Full-Time:	0	Total Part-Time:	2
ETHNICITY OF STAFF:		Anglo:	0%	Indian:	0%
		Black:	0%	Oriental:	0%
		Chicano:	100%	Other:	0%
SEX OF STAFF:		Female:	100%	Male:	0%

STAFF POSITIONS: Trainer-Coordinator, Home Visitor (16 positions), Secretary, Director (In-Kind), Supervisor (In-Kind).

POSITIONS OPEN: 2 Home Visitors

CHILDREN

TOTAL HOME START CHILDREN:	119		
TOTAL CHILDREN (ELIGIBLE FAMILIES): 249	0-3 years: 26	3-5 years: 119	6-21 years: 104
ETHNICITY OF FAMILIES:	Anglo: 0%	Indian: 0%	
	Black: 0%	Oriental: 0%	
	Chicano: 100%	Other: 0%	
SEX OF HOME START CHILDREN:	Female: N.I.*	Male: N.I.	

PARENTS

SEX OF FOCAL PARENT:	Female: 100%	Male:
EMPLOYMENT OF FOCAL PARENT:	Employed: N.I.	In School or Training: N.I.
	Unemployed: N.I.	Unknown: N.I.
EMPLOYMENT OF OTHER PARENT:	Employed: N.I.	In School or Training: N.I.
	Unemployed: N.I.	Unknown: N.I.

COSTS

TO PARENTS:	None
TO PROGRAM:	Information not available until second Case Study.
ESTIMATED FUNDING:	N.I.
HEW:	
In-Kind:	
Total:	

FOR FURTHER INFORMATION, CONTACT:

Onesiomo Castillo
Home Start Supervisor
Texas Migrant Council
Route 1, Box 454
Weslaco, Texas 78596
(512) 968-5461

*No Information Available

JUNE 1972

The Lower Rio Grande River Valley in June is a very lush, green land. Straight, well-paved roads cut their way through acres and acres of cotton, onions, grain and mellons and huge palm trees surrounding the citrus orchards. There are thousands of red, orange, yellow and blue flowers growing wild or growing in gardens in front of even the poorest houses. A cluster of houses, an elementary school, a church and gas station/store make up the small towns that dot the Mexico border, barely visible among the fields. Small wooden houses sit on narrow dirt roads off the main highway. Other dirt roads branch off, winding around the fields and leading to more isolated homes.

These are towns like Progresso, Santa Maria, and Relampago, where Home Start is located. In June, 1972, the area is very quiet. Closer to the crossroads on Route 281 a woman hangs out some wash; a few children play along side the road. An old man is tending the gas station with the help of a few teenagers. A few people cross the border from Mexico to shop. But most of the houses are empty, especially the more isolated ones on the very back roads. Migrant families live here, as much as migrant families can be said to live in any one place, and they have all gone North to harvest the Summer crops.

Home Start staff have offices in Weslaco Head Start Center about five miles North. It's a long, one story, white "L" shaped building surrounded by cotton fields. There's a large yard in front, banana trees towering over the back, and a five foot high cow-tongued cactus in the corner. Two giant tractor tires are set up in the back and painted red and green. But this building too is empty. Home Start and Head Start staff, with children, toys and equipment, have followed the families to Michigan, Iowa, Ohio, Indiana, Illinois, Wisconsin, and Minnesota. Estella Aguilar, the Trainer Coordinator, is now a Head Start Teacher in Decatur, Michigan. Onesimo Castillo, Supervisor, can sometimes be found in Hoopeston, Illinois, working with three Centers there, when he's not traveling to the other six Centers he works with.

The only sign of Head Start or Home Start back in Texas can be found in a small trailor on the outskirts of Laredo, 200 miles from the Weslaco area and thousands of miles from Hoopeston, Illinois, or Decatur, Michigan. The trailor is the administrative office of the Texas Migrant Office. There are two Secretaries in one room; Mr. Pineda, the Comptroller in the middle office; and Oscar Villareal, Executive Director, in the end office. Mr. Villareal is a big man, with curly black hair and a warm, friendly handshake. There's barely room for himself, a desk, a couch and a visitor in the room, surrounded by a map of the United States on one wall and a large poster on the other, "Vote Raza Unida Party".

It's not much room, but they don't need room. TMC has $1.5 million budget (now including Home Start). Presently the money, staff, and equipment are out in the field, where they belong. And the field is immense, with critical telephone contact problems. The phone rings constantly; getting new programs set up, ironing out problems with the ones already going, getting more money from Washington. Things have to be done quickly and people have to move, and move fast. They have to stop one thing, move, start again. They are very much a part of the difficult migrant life.

For example, in April it was important to get Home Start off the ground. Staff wrote a proposal, rewrote it, hired staff, trained them, recruited families, made home visits and then shut down. May through October Head Start takes priority; caring for children in the North. Mr. Villareal has a good Program and a good staff and he's proud of them.

Home Start was not serving families in June of 1972. The building and houses are empty, the staff and families scattered across the country. But Home Start clearly exists. Home Start for the Migrant community is waiting; waiting for the families to return.

I. START UP

Community

Progresso, Santa Maria, and Relampago are all located in Hidalgo County, one of the poorest in Texas. Some of the larger towns a little farther from the border include Mission, Pharr, Weslaco, Edinburg and McAllen. Eighty per cent of the county is Mexican-American and 20% is Anglo. About 36,000 of the Mexican Americans are migrant workers, one of the largest concentrations of migrant workers in Texas. The Home Start communities are small, the services few. Unemployment for adults and education for children are major problems.

Unemployment is second nature. The area is fertile farmland growing cotton, onions, grain, mellons, and citrus trees. There is a Spring and Winter harvest, but they do not provide nearly enough work for the available hands. Some of the migrant workers are able to get jobs in the packing sheds, in addition to the field work, but even so, there is not enough work during the harvesting seasons and almost no work at all during the rest of the year.

Even for those who are working at least part of the time the wages are low. The minimum wage for migrant farmers is $1.30 an hour,$.30 less than other laboring groups in the country. In 1967, the average annual income for the migrant farmer was $922. Talking with the Anglo farmers is not encouraging. One onion farmer pointed out that "they (Mexican Americans) should be thankful, after all the Mexicans working for Americans in Mexico City only receive $.25 an hour."

Education is another major area of concern. Few of the parents have gone beyond the fourth grade and the drop out rate for their children is high. Currently the Southwest has a school drop out rate of 80%, which includes

90% of the migrant students. The Texas School System has made an attempt to deal with the problem of the children travelling. For migrant children the schools open at 8:00 a.m. and close at 5:00 p.m. from October to April. For other children the schools open at 8:30 a.m. and close at about 3:00 p.m., from September to June. Unfortunately, this means that migrant children must be in school when others are out playing, and at the same time trying to put in an extremely long day. Even this does not meet their needs. As they go North, they are required to meet the compulsory school requirements of each state, so they must continue to attend strange schools for only a couple of months.

As for services, the Hildago County CAP Agency is located in Edinburg about 30 miles away. Very few services get as far as Progresso, Santa Maria, and Relampago. The closest Head Start Center and Community Service Center are in Weslaco, five to ten miles away.

History

A little over 10 years ago the United States Senate established a special subcommittee of the Senate Committee on Labor and Public Welfare to work with the special problems of migrant farmers and their families. During the following years, special studies and government agencies and projects were developed to assist migrant workers. Head Start began to serve migrant children in their home bases all over the country. In 1969, the National OEO office, through its Indian Migrant Division, funded the Texas Migrant Mobile Head Start Project (through the Colorado Migrant Council) in an attempt to work with families, especially children, when they were moving around. It proved too difficult to move from place to place with the families, however, so a network system was designed to work with a large number of children from the Lower Rio Grande Valley, both in Texas and in specific locations in the North.

In 1971, the Project came under the direction of the United Migrants for Opportunity Inc., located in Michigan, and on November 1, 1971, the Texas Migrant Council (TMC) was established as the Grantee based in Texas. TMC now operates 10 Head Start Centers covering 200 to 300 miles along the Texas-Mexico border from Laredo south to Brownsville. Centers run for eight months from October to May. In May they close down, and staff and equipment move North to places which have a long season and where it is known that there will be a large number of migrants from southern Texas working for several months. (For more information about Head Start see Sections III and IV.)

In December, 1971, the TMC was contacted by their representative in the Indian Migrant Program Division of HEW in Washington and told about the possible funding of a Home Start Program for migrant children. TMC was interested and agreed to write a proposal. The Executive Director and the two Field Supervisors wrote a draft proposal which they took to the December 9-10, 1971, Home Start meeting in Chicago. The proposal was then revised according to the Home Start guidelines with some technical assistance from the National Home Start Office staff. TMC was selected several weeks later as one of the 15 Home Start Programs and asked to attend the St. Louis meeting in April.

Recruitment

The Executive Director of TMC and the Field Supervisor for the Lower Valley were primarily responsible for staff recruitment; Trainer Coordinator, 16 Home Visitors, and a Secretary. They originally thought they would recruit all staff from their current staff, so that everyone would have some background in Early Childhood Development. From their personal knowledge of the Head Start staff, they asked Estella Aguilar to be Trainer Coordinator. She was a Head Start Teacher in the Weslaco Center. She accepted, and then assisted in selecting the Home Visitors.

While over 20 Head Start staff initially showed some interest in the Home Start positions, only seven finally agreed to change. Seven additional women were then recruited from the communities. It was understood that they would receive a week of pre-service training, work closely with the former Head Start staff, and then actually become Head Start Teachers during the Summer months, and participate in the Southwest Regional Lab Head Start Training Program.

The former Head Start staff was recruited through memos and staff meetings of the Head Start staff. The community staff were recruited through contact with other agencies working in the area and through word-of-mouth in the Weslaco area. All of the staff members are bilingual and all are from migrant families. Additional recruiting was then done to replace the Head Start staff members who went to the Home Start Program.

All 80 families have now been recruited for Home Start. The Progresso, Santa Maria, Relampago area was identified by OEO staff who had worked with groups in this area and estimated that at least 250 people might be eligible for Home Start. The Home Start Supervisor also met with the local Parent Advisory Board of the Hidalgo CAP Agency in Progresso who agreed to help recruit families. In addition to the names supplied by OEO, the Home Visitors asked for other names from each of the families they visited, as well as knocking on doors as they went along. Altogether about 190 families, both migrant and non-migrant, were contacted. During the first visit Home Visitors explained the Program, learned if they met the minimum requirements of having pre-school age children and being migrant families. They also explained that there would be other people visiting the Program who would want to come to the homes for lessons and perhaps tests. If all things were agreeable, then a time was set to come back and do a demonstration lesson. The final 80 families were then selected. At least one home visit was made with each family.

Training

The Training Coordinator and one Home Visitor attended the Home Start Conference in April. It was then decided that after they had recruited the rest of the staff they would have one week of training before going out to recruit families. This was the only formal training before going North with the Head Start staff. It was felt that essentially their training in Early Childhood would continue (as Head Start staff) during the Summer. The new Home Start staff were assigned to Centers where they could work with the former Head Start Teachers, who are now Home Visitors. An on-going in-service training program would be implemented in the Fall. (See Chapter IV.)

The week of in-service training was held at the end of April. The primary purpose of the training was to familiarize the staff with the Home Start concepts and objectives, and ways of approaching and explaining these concepts to the families. Secondly, the training focused on introducing staff to, and familiarizing them with, the staff and services provided by the local agencies in each of the areas of concern: health, nutrition, psychological and social services, and education. This included speakers from Public Welfare, the Community Service Center, Commission for the Blind, Manpower Training, the Hidalgo CAP, Associated City-County Economic Development Corporation, the Southwest Educational Lab, as well as the Nurse and the staff of the Texas Migrant Council. Home Start will be working closely with the Head Start Training Program and the Southwest Educational Lab particularly in the area of education and parent involvement using SEL curriculum. This introductory training session will be followed up by weekly in-service training sessions and continued work with other agencies and universities (as described in Chapter IV).

Families

There are currently 80 families enrolled in the Home Start Program, involving 249 children and 160 adults. All of the families are migrant workers and all migrated North for the Summer. All are below the poverty level and very few will be able to find work when they return to Texas in October. Although exact numbers are not known at this time, it is estimated that most of the families will have two parents, with two children between the ages of three and six (119). The average education for most fathers is two years and for most mothers, four years. Ages of children are as follows:

Age	Number
0 - 12 months	5
12 - 2 years	21
3 years	43
4 years	37
5 years	39
6 years	21
7 years	33
Over 8	50

Characteristic problems for these families are:

- High unemployment.
- Inadequate services.
- Distances of services that are available.
- Poor health.
- Extremely poor working conditions when they are able to find work.
- Inability to speak English.
- Lack of education.

The average life expectancy of migrant farm workers is 38 years, with a very high infant mortality rate.

II. PROGRAM - WHO, WHAT, HOW

Goals and Objectives[1]

The goals of the TMC Home Start Program have tried to be realistic, given the many restrictions (such as lack of jobs) that surround the migrant worker. Their first objective was to recruit the 80 families most in need of services because of their isolated living conditions. The next three priority goals to be met in the Fall are:

- To see that each family has an adequate supply of food.
- To see that major health problems are cared for.
- To assess the individual needs of each family and work with them in determining their own goals.

The Supervisor feels strongly that health and nutrition are major problems for the families and must be dealt with before working with people about maintaining good health habits, taking advantage of psychological services, and before parents and children can concentrate on educational development (social, emotional and cognitive). The Supervisor also feels that while overall goals are established it is essential to assess the needs of each family individually and involve that family in setting their own as well as Program goals. Within this context the Program will also be addressing long range goals as follows:

---

[1] Goals and objectives are summarized from interviews with the Director and the Supervisor and their proposal. The full staff was not available for interviews.

- To preserve the culture, language, pride and human dignity of migrant families as Mexican Americans.
- To provide parents with the information and tools they need to become better educators of their children.
- To help parents become aware of and involved in ways of changing their own conditions (including involvement in the PAC).
- To help children get ready to enter the Anglo schools.
- To help parents prepare for other jobs.

Specific goals and how they plan to implement them for each component follow.

Health

A priority objective for the first year of Home Start is to see the basic health needs of each family are adequately met. Specifically this means to:

- See that the family (all members) get at least one physical check-up annually.
- Inform parents of existing services such as Mental Health, Mental Retardation Migrant Clinics, Planned Parenthood, etc. and assist them in obtaining such services.
- Provide general health education in the areas of sanitation, good health habits and safety procedures in the home.
- Assist parents in finding dental care, which is reduced or non-fee and provide preventive dental care education - brushing teeth, eating, etc.
- Serve as a link to services in the Northern states where such things as dental care are available free.

The Home Visitor will have three primary responsibilities. The first is to learn to assess immediate family health needs. For example, if the mother complains of constant headaches, to see that she gets help in locating the clinic or a doctor, making the arrangements and going with her if necessary. Secondly, the Home Visitor will provide preventive referral services; making arrangements for physicals, seeing what immunizations have to be gotten, and what services the family now has. This also involves making arrangements for services in the North with such agencies as the Illinois Dental Health Department, which has a mobile dental unit; the Michigan Social Services Department; and the Wisconsin United Migrant For Services Program. Thirdly, the Home Visitor will provide health education materials -- such as leaving a child a packet containing baby aspirin, vitamins, toothpaste and toothbrush, having worked with the mother on the use and need of each of the items.

The TMC Head Start Nurse is available to help the Home Visitor and may make visits with her. Arrangements have also been made with the Public Health Clinic to provide innoculation skin test, x-rays (chest), hemoglobin and urinalysis.

Nutrition

A second overall priority of Home Start is to see that families have enough of the right kinds of things to eat. Because of extremely low incomes, little money is available for food and parents are often not aware of such services as Food Stamps or Surplus Commodities. It is first priority to help them obtain enough of the right foods, and once they are able to get these foods (which is the first basic need), to help them in planning, budgeting, buying, and preparing meals according to family needs. They will use such groups as the USDA Surplus Commodities and the Expanded Nutrition Program of the Agricultural Extension Service of Texas A & M University.

Psychological/Social Services

The objective involved in psychological and social services is to make parents aware of the services that might be available, to discuss problems with parents, and for Home Visitors to be able to identify some signs of emotional problems in children, such as hyper-activity. While the Home Visitor may act as job counselor, marriage counselor, and child psychologist, the primary role will be to identify problems and make the appropriate referrals.

Agencies which will be available, but with which direct contacts have not been made, include Mental Health and Mental Retardation Agency, Texas Employment Commission, Texas Rehabilitation Commission, Texas Commission for the Blind, and the Speech and Physical Therapy Center. Contacts have been made with the Office of Economic Opportunity, Department of Welfare, Colonias del Valle (Manpower Training), Associated City-County Economic Development Corp., and the Texas Migrant Council.

Education

Two overall objectives of TMC Home Start are detailed and carried out through the Education Component. For parents it is to help them become better educators of their own children and to help children prepare for school. Helping parents is essential for helping children prepare for school; and helping children prepare for school is extremely important because of the varying school systems migrant children enter, and because of the entirely different schedule migrant children are on in order to move North with their parents. Once the nutrition and health needs have been met the Program will focus more on educational objectives. During this first year it is hoped that families can achieve the following:

- Increase the amount of interaction between parents and children - talking with them more, playing, hugging, working together.
- Become more aware of, and take advantage of, community resources such as the nearby libraries, learning things about the fields, animals and stores.

- Identify things in their own home (tin cans, pebbles, etc.) that can be used for games and toys for children.
- Work more with parents and children in groups.

It is anticipated that eventually 25% of the home visit will be involved with some type of educational activity with parent and child, including the father where possible. This will, of course, vary with each family. Until the families are better known, it is not possible to anticipate when this goal would be reached. The Educational Component will focus on using existing community resources, such as libraries, trips to the store, the fields, and the trips North as educational experiences, and making games and toys from things in the home to involve the focal parent, making it clear that such activities will not take additional money. The structure of the activities will increase for the older children as they get ready for school. The staff will be using the Southwest Educational Lab Curriculum with assistance from their Early Childhood Development Center in McAllen, Texas. Arrangements have been made to work with the Pan American University, and Head Start Center staff member Beverly McConnell (Consultant to TMC). A bilingual bi-cultural approach will be used to instill pride in both parents and children in their own heritage and culture and to assist parents and children in making the shift to the Anglo schools and the more Anglo communities in the North. The Supervisor is currently working with staff from Sesame to develop group meetings using the Sesame Street television program.

III. HEAD START

Program and Staff

The Texas Migrant Council is now operating 10 Head Start Centers in Southern Texas and 12 programs in the Northern states during the Summer months. Head Start has a budget of $1.4 million dollars with a staff of 167, including the Home Start staff. One Hundred sixty-three of the staff are in the field serving over 1,000 children and their families. The Centers in Texas are located in Eggle Pass, Carrizo Springs, Crystal City, Cotulla, Laredo, Mission, San Juan, Edcouch, Weslaco, and Brownsville. Head Start is using the bilingual pre-school curriculum developed by the Southwest Educational Development Laboratory. A training program has been developed with Pan American University.

Similarities and Differences

Home Start is serving families that are more isolated and where Head Start is not available. Although Head Start does have a Parent Involvement Component, Home Start focuses much more strongly on the entire family, including education for the parents as well as for the children. Head Start does operate in the Summer months in the North, where Home Start does not. Home Start staff are adapting the training program and the curriculum materials for use in the home, with the entire family.

Resources Shared

Head Start and Home Start are very closely coordinated, with many shared resources. The Director and one Field Supervisor are the same for both programs, although they are not budgeted for Home Start. All of the administrative and financial services are the same. During four months in the North, the Home Start staff actually become Head Start staff on the Head Start payroll.

For additional information about the Head Start Program, see Section I, "History" and Chapter IV, "Organization."

IV. ORGANIZATION

Policy Making

Policy for the TMC Home Start is set by the Texas Migrant Council, Inc., Grantee, a non-profit organization chartered by the State of Texas. Home Start is part of the Interstate Migrant Head Start Program and, as such, comes under the direction of the TMC Board of Directors, and the Executive Parent Advisory Council (with the same Executive Director and Head Start Supervisor in the Lower Rio Grande Valley.) The current Board of Directors is made up of 16 members--eight representatives of migrants and eight migrants. All of the 16 members are Mexican American.

Each of the Head Start Centers has a local Parent Advisory Council (PAC). One member from each PAC form the Executive PAC. It is anticipated at this time that the Home Start Program parents will form their own Parent Advisory Council (one member will represent them on the Executive PAC) during the second or third parent meeting, probably in October or November, 1972.

The parents will be responsible for defining their role and how the PAC will operate within the guidelines established by HEW and TMC. They were not of course, involved in planning, budgeting, or hiring staff for this Start-up Program, so it is not clear what their role in the future will be. It is one of the objectives of Home Start, however, to help parents learn the board decision-making process through involvement in the Home Start Parent Advisory Council, the Executive PAC, and the Board of Directors. For start-up of the Program the Executive Director was responsible for hiring staff, working with the Supervisor to develop the Program and to develop the budget with the Comptroller.

At the present time areas within the project are administered as follows:

> Program Planning. The Executive Director has primary responsibility for overall planning of the Program with assistance from the Home Start Supervisor and the Trainer Coordinator. Final approval rests with the Executive Director.
>
> Budgeting. At the present time the Executive Director and the Comptroller develop the budget with assistance from the Supervisor and approval by the Executive PAC and the Board of Directors. The Executive Director is responsible for all necessary expenditures, including travel and per diem authorizations, part of which responsibility may be delegated.
>
> Staffing. The Executive Director has final authority, based on recommendations from the staff, on all matters relating to employment, promotion, suspension or dismissal of personnel.
>
> Operations. Program operations, including recruiting families, supervising the implementation of daily activities, securing adequate facilities, developing and supervising the staff in-service training, are the responsibility of the Field Supervisor. Day to day assessment of families and staff, supervising home visits and developing materials is the responsibility of the Trainer Coordinator. Home Visitors are responsible for direct contact with families.

Staff Organization

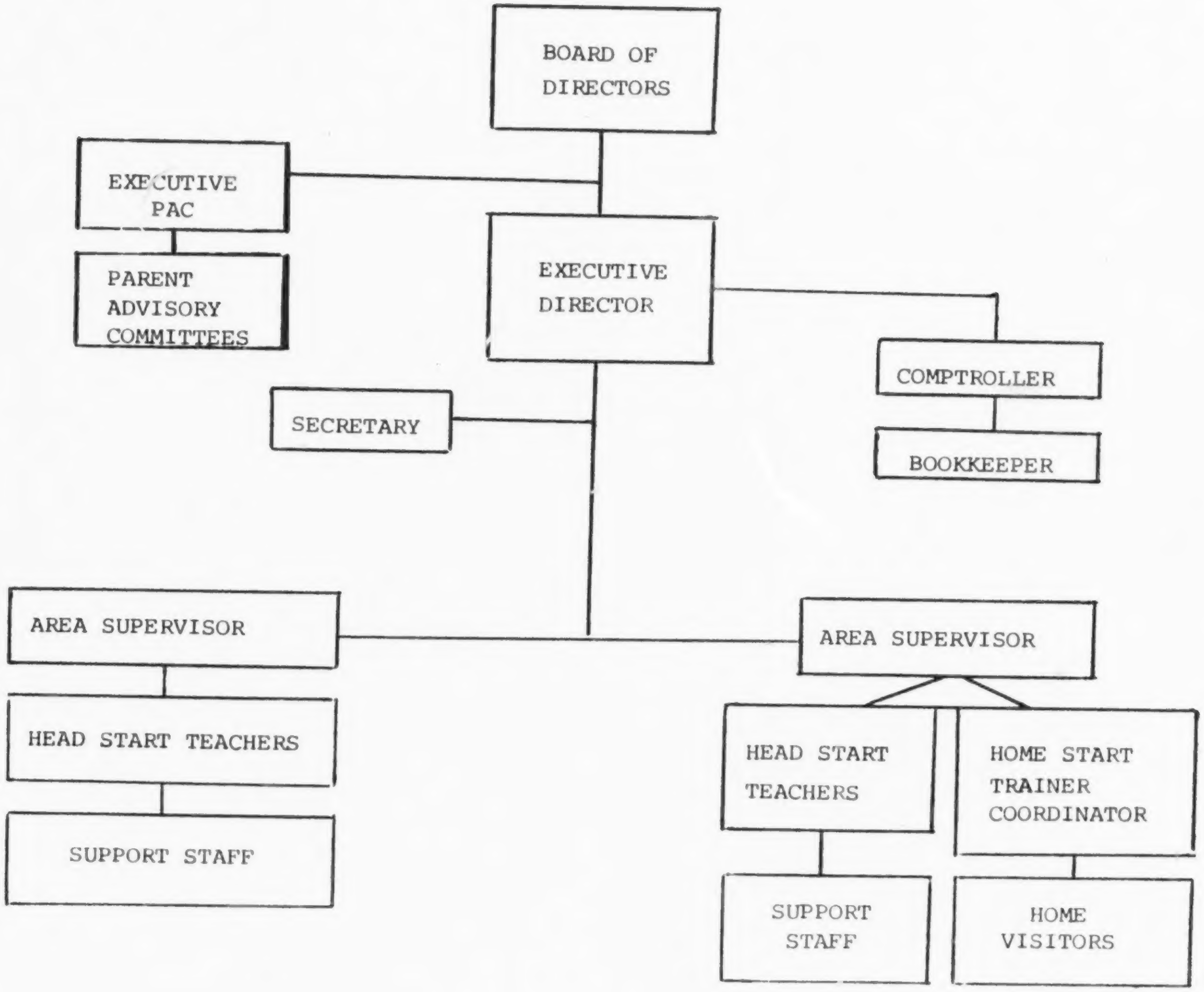
The Executive Director of the Texas Migrant Council is the Director of the Home Start Program. He has overall responsibility for planning, program operations, field management and personnel. He directly supervises the Headquarters staff of Secretary, Bookkeeper, Comptroller and the two Field Supervisors. The Comptroller is responsible for all fiscal record-keeping and reporting and works closely with the Bookkeeper.

One of the two Field Supervisors is responsible for supervising the Home Start Trainer Coordinator, as well as the Teachers and staff of the Head Start Projects assigned to him, both in home base and in the North. He is responsible for seeing that the Programs are housed, that training is conducted, that parents have an avenue of expression, and he is the key liaison with the agency administrators and boards in the area. He works closely with the Trainer Coordinator, who carries out the day-to-day implementation and supervision of the Home Visitors -- working also with the Training Program and going on home visits himself. Much of the Trainer Coordinator's time is spent in observing children and parents and working with Home Visitors in developing materials and planning for each family.

Home Visitors carry out the day-to-day activities with the families, spending two hours per week with each family. They must develop a plan for each family, work directly with that family as well as refer them to needed services.

The Secretary will work at the Headquarters office being directly responsible for the paperwork and reports preparation that has to be done. (Job descriptions are found in the Appendix.)

TEXAS MIGRANT COUNCIL ORGANIZATION CHART


BOARD OF DIRECTORS
EXECUTIVE PAC
PARENT ADVISORY COMMITTEES
EXECUTIVE DIRECTOR
SECRETARY
COMPTROLLER
BOOKKEEPER
AREA SUPERVISOR
HEAD START TEACHERS
SUPPORT STAFF
AREA SUPERVISOR
HEAD START TEACHERS
HOME START TRAINER COORDINATOR
SUPPORT STAFF
HOME VISITORS

V. RESOURCES

Home Start is making use of all available resources in the Hidalgo County Area. The senior staff have been involved in the community and are able to capitalize on in-kind services available. The Migrant Program is not required, however, to have a portion of in-kind donation as part of the grant requirements.

A complete cost-benefit analysis is being planned for the Home Start Project. Donated goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

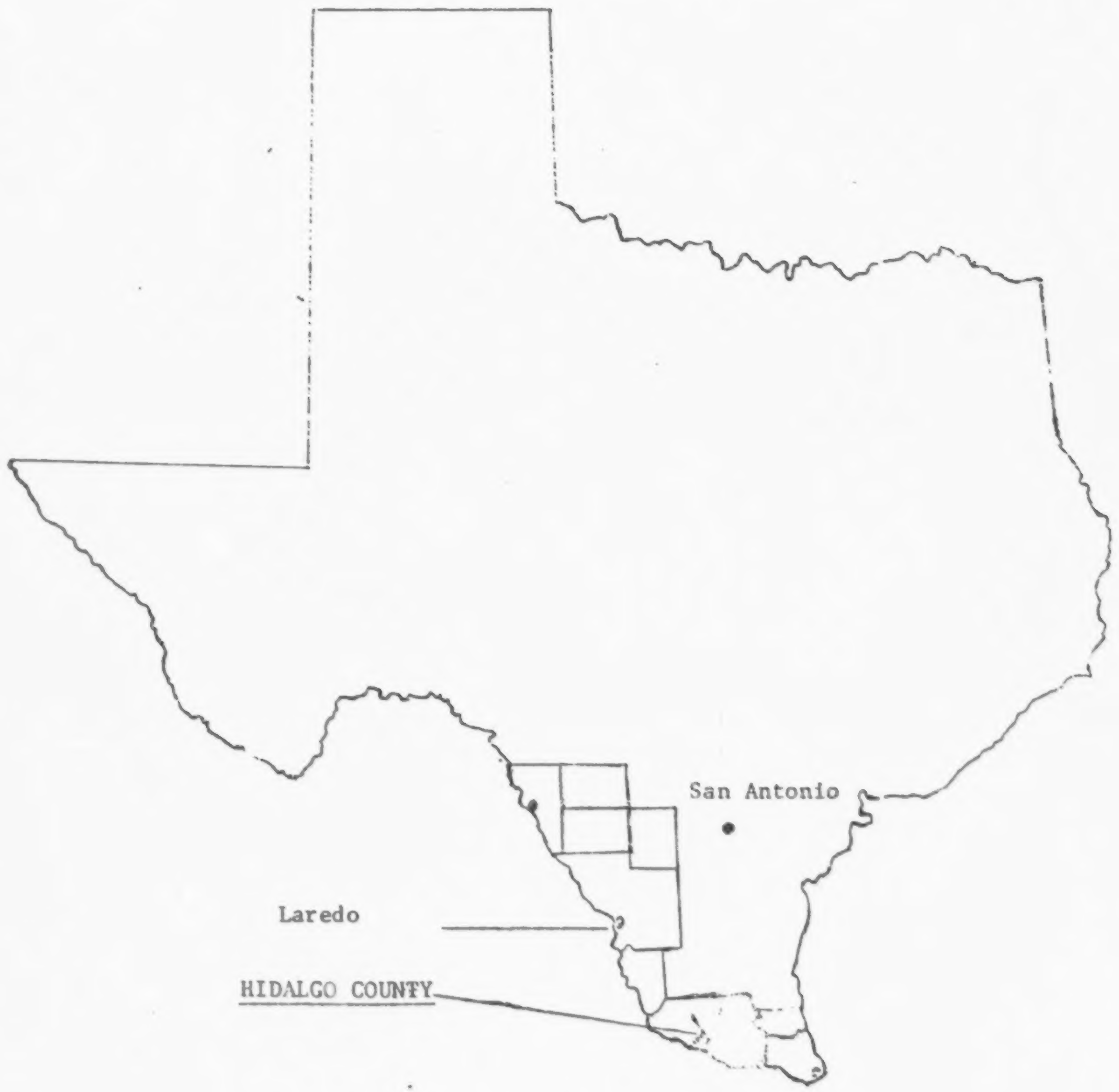
Home Start is new to the Texas Rio Grande Valley. It is new to the many migrant families it will be working with. Staff are very excited about a new approach to work and help families, but also very realistic and very aware of all of the problems that face the migrant workers. After all, they are all migrants themselves. It is not seen as any sort of panacea, but as one more way of working with parents, children, and communities to make life a little better.

VII. APPENDIX

- Home Start Area Map
- Job Descriptions
- Bilingual Curriculum Sample

Home Start Area Map

MAP SHOWING COUNTY TARGET


San Antonio
Laredo
HIDALGO COUNTY

Job Descriptions

TEXAS MIGRANT COUNCIL, INC.
HOME START

JOB DESCRIPTION

TITLE: TMC Executive Director

DUTIES & RESPONSIBILITIES:

The Executive Director is the administrative head of TMC subject to the Board of Directors of TMC. He will have responsibility for planning, program operation, field management and personnel. The latter being through other subordinate personnel. He is responsible for coordination and implementation at State, regional and federal levels with all agencies and bodies involved in migrant planning and programming as these relates to the goals and aims of the migrant families. He will be the final authority at the staff level on all matters relating to employment, promotion, suspension or dismissal of personnel.

He is responsible for travel and per diem authorization for the Deputy Director, Project Supervisors, Teacher Directors and Parent Coordinators although travel and per diem authorization on the latter two personnel categories may be delegated to other staff members. He will also authorize all expenditures necessary for the operation of the program although certain specified authorization may be delegated to other staff in the interest of maintaining an efficient operation and to insure consistent service to program beneficiaries.

EDUCATION & EXPERIENCE: Bachelors Degree in Education with post-graduate work in Bilingual Education and Graduate work in Administration. Seven years experience in teaching at the elementary level. Two years experience in supervision and one experience in administration.

TEXAS MIGRANT COUNCIL, INC.

HOME START

JOB DESCRIPTION

TITLE: Project Supervisor

DUTIES AND RESPONSIBILITIES: The Project Supervisor shall be responsible to the Head Start Director through the Deputy Director for the overall supervising of upstream and home base center personnel in centers assigned to him. He will assist in screening and interviewing applicants and assist in determining eligibility of program participants. He will inspect and recommend sites for setting up programs, insuring that all aspects of facilities meet appropriate health, safety and educational standards. While the Project Supervisor will deal primarily with the Teacher Director, he will insure the initiation and continuance of in-service training for staff on-the-job, account for time off, personnel problems and recommend for promotion or removal of any staff member so deserving.

He shall finally insure the implementation of appropriately designed daily activities plan and be prepared to comment or constructively criticize and recommend improvements and changes in the educational programming. He will insure that parents of enrolled children have appropriate avenues of expression regarding conduct of the program open to them. He will maintain communication with and confer with the Parent-Coordinator so that parental wishes and interests are conveyed to agency administrators and the Board of Directors. The Project Supervisor will familiarize himself with applicable health, education, and welfare laws, codes and services and secure for the staff and participants such services and goods as may be allowable under local conditions and laws.

EDUCATION & EXPERIENCE: Bachelor's Degree. Emphasis in early childhood education and behavioral sciences. Early childhood teaching experience of at least two years is desirable.

TEXAS MIGRANT COUNCIL, INC.

HOME START

JOB DESCRIPTION

JOB TITLE: Home Start Trainer/Coordinator

STATEMENT OF THE JOB: Under the supervision of the Project Supervisor, Home Start Trainer/Coordinator is responsible for developing and implementing educational programs for family and child.

DUTIES OF THE JOB: 1. Responsible for assessment of individual child and family needs as related to education. 2. Is responsible for planning individualized approach to education. 3. Serves as the supervising Home Visitor for the educational component. 4. Responsible for devoting 50% of work to observation of children and families in Home Start, training of staff in on-site situations. (5) Will spend 50% of the time in developing educational materials to be used with parents and child:and training the home visitors. (6) Serves as a member of the central staff in over-all planning and coordination of the Home Start Program. (7) Submits evaluations and reports to Home Start- Head Start Director as deemed necessary for program quality. (8) Maintains certain records on children and family needed to determine program direction.

JOB SPECIFICATIONS

EDUCATION: A B.S. Degree in the field of education (Early Childhood preferably), or related experience through trainings by OCD Programs and TMC Career Development Program.

EXPERIENCE: Some work experience in pre-school programs.

PERSONAL TRAITS: Must show concern for poor. Must understand objectives of Home Start.

TEXAS MIGRANT COUNCIL, INC.
HOME START

JOB DESCRIPTION

JOB TITLE: Secretary

DUTIES OF THE JOB: 1. Record, process, and file reports and records. 2. Assist in analysis of family information sheets. 3. Typing and mimeographing materials to be used in program components. 4. Assume other general office duties as assigned by Executive Secretary. 5. May be asked to serve as receptionist in the absence of the regular receptionist.

JOB SPECIFICATIONS:

EDUCATION: At least a high school education with courses in typing, filing, and office machines.

EXPERIENCE: None required.

TRAINING: Training will be provided to her by Executive Secretary.

PERSONAL TRAITS: Willingness to work, resourcefulness, bilingual.

Bilingual Curriculum Sample

JOB DESCRIPTION

Title: HOME START VISITOR

Statement of the Job: Will be directly under the supervision of the Home Start Trainer Coordinator.

Duties:

1. Is responsible for spending a miminum of two (2) hours weekly with each family assigned to her.
2. Is responsible for carrying out day-to-day activities of work program as outlined by grantee agency.
3. Shall work to maintain community support for Home Start.
4. Must participate in all training designed for Home Start teachers.
5. Will make referrals to other agencies and follow up on such referrals.
6. Keeps records of referrals, follow-up of such referrals and family records.
7. Must be available on call by families at night and on weekends.
8. Must participate in occasional group activities of/for parents.
9. Must develop a plan for each family in order to meet the individual needs of each family.
10. Is responsible for assistance from supervisor and other agency personnel in effort to better serve individual families.

JOB SPECIFICATION

Educational requirements:

Must have some experience in community work and must have worked in a Head Start Center for at least one year. Should have at least a high school diploma or equivalent.

Special requirements:

1. Must be willing to travel.
2. Must have means of transportation.

HOME ACTIVITIES FOR PARENTS

EARLY CHILDHOOD PROGRAM

LEVEL II

UNITS 1-5

Southwest Educational Development Laboratory

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For further information contact:
Southwest Educational Development Laboratory
800 Brazos, Austin, Texas 78701

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PARENT EDUCATION

GENERAL INSTRUCTIONS

1. Have a box or paper bag in which to keep your child's school materials. Tell your child where the box or bag will be kept so that he may get it whenever he wishes.
2. Decide how you would like to keep the activity pictures. You could tie them together with a ribbon or piece of string; you could even put them in a notebook.
3. Present the activities at a time when you think you and your child will enjoy them.
4. Let your child use his activity materials alone or with other family members when he wishes.
5. Your child may color all the pictures he uses in the activities, any time he wishes. If your child cannot color within the lines of the pictures, praise his work anyway. Remember, he is doing his best.
6. Let other members of the family, such as an older sister, present these activities to your child if they wish.
7. Your other children may listen and take part in the activities.
8. When you present an activity, let your child talk as much as he wants about the things that you are discussing.
9. Praise your child when he is doing well. You may say, "That is right," or "Good," when he gives you the right answer.
10. If your child cannot identify a picture, show him the real object if it is available. For example, if you show your child a picture of a sock, [illegible] does not know what it is, show him a real sock.
11. [illegible] these activities as much as possible.

EDUCACIÓN DE LOS PADRES

INSTRUCCIONES GENERALES

1. Tenga una caja o bolsa de papel para guardar los materiales escolares del niño. Dígale al niño dónde va a estar esta caja o bolsa para que él la use cuando quiera.
2. Decida cómo va a guardar los retratos o dibujos de las actividades. Los puede amarrar juntos con un listón o una cinta; también se pueden poner en una libreta.
3. Presente las actividades a la hora que usted crea que sea mejor para que los dos disfruten de ellas.
4. Permita que el niño use los materiales de las actividades solo o con otros miembros de la familia cuando él desee.
5. Su niño puede pintar todos los retratos que se usan en las actividades a la hora que él quiera.
6. Permita que su esposo o hijos mayores presenten estas actividades al niño si ellos desean.
7. Sus otros hijos también pueden escuchar y tomar parte en las actividades.
8. Cuando presente una actividad, anime a su niño a platicar lo más que pueda tocante a lo que estén discutiendo.
9. Felicite a su niño cuando haga bien, diciéndole, "está bien," o "bien" cuando conteste correctamente.
10. Si su niño no puede identificar un retrato, muéstrele el objeto verdadero si lo tiene a la mano. Por ejemplo, si le muestra el retrato de un calcetín y el niño no sabe qué es, muéstrele un calcetín verdadero.
11. Presente estas actividades de manera que el niño se divierta.

LEVEL II
UNIT ONE

What Is Found at Home and at School?

Purpose: To help your child name objects that are found in the school and in the home.

Materials: None

Procedure:

1. Sit with your child and tell him you are going to talk about things that he sees both at school and at home.
2. Sample:

   Parent: What do we have at home that you have at school?

   Do you have chairs at school?

   Child: Yes.

   Parent: Do we have chairs at home?

   Child: Yes.

3. Ask him about tables, clocks, doors, and windows.
4. Ask him to name things that you find only at school. For example: the playground, a teacher's desk, or a flag.
5. Ask him to name things that you find only at home. For example: a clothes line, a sewing machine, and a washing machine.

NIVEL II
UNIDAD 1

¿Qué se encuentra en la escuela y en la casa?

Propósito: El niño debe poder nombrar objetos que se encuentran en la escuela y en la casa.

Materiales: Ninguno

Procedimiento:

1. Siéntese con su niño y dígale que van a platicar de las cosas que él ve en la escuela y en la casa.

2. Ejemplo

   Mamá: ¿Qué tenemos en la casa que ustedes tienen en la escuela?

   ¿Tienen sillas en la escuela?

   Niño: Sí.

   Mamá: ¿Tenemos sillas en la casa?

   Niño: Sí.

3. Pregúntele de las mesas, puertas, y ventanas, y de los relojes.

4. Dígale que nombre cosas que se encuentran solamente en la escuela. Por ejemplo: el patio de recreo, el escritorio de la maestra, o la bandera.

5. Dígale que nombre cosas que se encuentran solamente en la casa. Por ejemplo: la tendedera, la máquina de coser, y la máquina de lavar.

LEVEL II
UNIT ONE

Describing Objects Found in the Home

Purpose: To help your child describe objects by their appearance and use.

Materials:	Plate	Shoe	Soap
	Glass	Handkerchief	Box

Procedure:

1. Tell your child you are going to play a game in which you will talk about the use and appearance of different objects. Place the plate, glass, shoe, handkerchief, and a piece of soap on the table.

2. Point to each object and name it.

   Sample:

   Parent: (Point to the plate.) This is a plate.

3. Ask your child to name each object.

   Parent: (Pointing to the plate.) What is this?

   Child: A plate.

4. Put the plate in a box and describe it to your child. You could talk about its color, what it is used for, and if it is hard or soft. Let your child feel the plate before you place it in the box.

   Parent: This plate is blue. It is used to eat on. It is hard.

5. Take another object and talk about it to your child. Let him feel it. Put it into the box with the plate.

6. Finish putting the rest of the objects into the box. Talk about each object as you place it in the box and let your child feel it.

7. Now, tell your child that he will turn around and you will pick an object describe it to him. He will then have to tell you what you have.

   Parent: I have something in my hand that is brown, hard, and [illegible]. What is it?

8. When your child gives the answer, have him turn around to see if his [illegible] is correct. Let him hold the object.

Parent: Is this brown?

Child: Yes.

Parent: Is this hard?

Child: Yes.

Parent: Can you wear it on your feet?

Child: Yes.

Parent: What is this?

Child: This is a shoe.

9. Let the child select an object and describe it to you.

If he is having trouble, question him further.

Parent: What color is it? Is it hard? Can I wear it?

NORTHERN UTAH CAP HOME START
Millville, Utah

Case Study I May 1972

Project Home Start
Millville Utah

Principal Author: Robert Fein

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IN BRIEF

June, 1972

GENERAL

TYPE OF PROGRAM: Rural

SPONSORED BY: Northern Utah Community Action Program, Logan, Utah

ADMISSION CRITERIA: Head Start Guidelines

PROGRAM START-UP DATE: April, 1972

HOURS OPEN: Monday - Friday 8:30 a.m. - 5:30 p.m. Family Educators called at all hours.

FAMILIES RECRUITED: 21

STAFF

TOTAL PAID STAFF:	11	Total Full-Time:	11	Total Part-Time:	0
TOTAL IN-KIND STAFF:	0	Total Full-Time:	0	Total Part-Time:	0
ETHNICITY OF STAFF:		Anglo:	91%	Indian:	0%
		Black:	0%	Oriental:	0%
		Chicano:	9%	Other:	0%
SEX OF STAFF:		Female:	91%	Male:	9%

STAFF POSITIONS: Head Start/Home Start Director, Head Start/Home Start Education Coordinator, Head Start/Home Start Health Services Coordinator, Head Start/Home Start Nutritionist, Home Start Coordinator, Family Educators (7), Parent/Social Service Aides (2), Health Services Aide, Home Start Secretary.

POSITIONS OPEN: 5 Family Educators

CHILDREN

TOTAL HOME START CHILDREN:						
TOTAL CHILDREN (ELIGIBLE FAMILIES):	0-3 years:	17	3-5 years:	31	6-21 years:	35
ETHNICITY OF FAMILIES:	Anglo:	67%	Indian:	5%		
	Black:	0%	Oriental:	0%		
	Chicano:	14%	Other:	14%		
SEX OF HOME START CHILDREN:	Female:	N.I.	Male:	N.I.		

PARENTS

SEX OF FOCAL PARENT:				
EMPLOYMENT OF FOCAL PARENT:	Employed:	57%	In School or Training:	0%
	Unemployed:	43%	Unknown:	0%
EMPLOYMENT OF OTHER PARENT:	Employed:	N.I.	In School or Training:	N.I.
	Unemployed:	N.I.	Unknown:	N.I.

COSTS

TO PARENTS:	N.I.
TO PROGRAM:	N.I.
ESTIMATED FUNDING:	
HEW:	$100,000
In-Kind:	21,400
Total:	$121,400

FOR FURTHER INFORMATION, CONTACT:

Ms. Sheri Noble
Head Start/Home Start
67 South Main Street
Millville, Utah 84326

MAY 1972

Quietly tucked in Cache Valley, Utah, looking up at the mighty Rockies in the little (population 400) rural town of Millville is the former elementary school that now houses the classrooms and offices of the Northern Utah CAP Head Start/Home Start Program. On the other side of the valley, twelve miles away, lie the Wellsville Mountains, and beyond them, fronting the Great Salt Lake, are the arid wastelands of Box Elder County. To the East, about a mile from Home Start's Offices, towers the Bear River Range with Logan Canyon's forty miles of mountain brooks, rocks, and wild flowers twisting through to ranch land of Rich County and Bear Lake.

Outside the window of Head Start/Home Start Director Sheri Noble's office is a pasture where cows graze and children play. Inside the building, from September until early May, the halls are alive with the shouts of four and five year old Head Starters, but since Head Start is a nine-month program, by late May the children have "graduated" and the halls are quiet.

In the main staff office, a former classroom, one Tuesday morning in May, 1972, a Home Visitor ("Family Educator" in Northern Utah Home Start) makes a flannel board story, while another Family Educator prepares her materials and lesson plan for a morning home visit. The Parent Social Service Coordinator (the only male on the Supervisory Staff) meets with two Parent/Social Service Aides to discuss recruitment, and the Head Start Parent/Social Services Coordinator calls to arrange housing for a Home Start family in need. The Education Coordinator chats with the Health Services Coordinator about training for the five new Family Educators to be hired by the end of June. The Home Start Secretary updates the personnel files.

There is a hum of industry and anticipation in the offices of Northern Utah Home Start in May 1972. And while the people work, planning and building the new Home Start Program, outside their offices in quiet Millville, the cows graze and the children play.

I. START UP

Community

The Northern Utah CAP Home Start Program serves mainly rural families in three counties about 80 miles north of Salt Lake City. The people who populate these counties live in small towns that dot the valleys and ranges, towns with friendly, industrious citizens, and much space. The main city in Cache Valley, the largest area served by Home Start, is Logan, which houses most of the business in the Valley, 20,000 of its residents, and Utah State University. Almost all the people in the Tri-County Area are Anglo, and most are members of the Mormon Church, which is the dominant social institution in Northern Utah. Ethnically and culturally, the areas served by Home Start are quite homogenous. The beliefs and practices of the Latter Day Saints (LDS) influence almost all aspects of Northern Utah life. Federal programs are seen by many as outside efforts to interfere with life in these areas.

Box Elder County (population 28,000) is the home of some small farms and of many people who work in the factories of Ogden and Brigham City, Utah. Cache County (population 42,000) relies for its economic well-being on its fertile farmlands and the commerce in Logan. The county has so far resisted industries who want to move into Northern Utah. Increasing numbers of factory workers from Ogden have moved into the area; and long-time residents are beginning to complain of crowding.

Rich County (population 1600) is a land of small rugged ranches, rather isolated, which caters some to the tourists who visit Bear Lake. Most of the people who live in these counties were born in Utah. A good many trace their family roots to the Mormans who settled Utah in the 1840's and 50's.

Most adults expect to live here the rest of their lives. Poverty in Northern Utah, in the words of one resident, is "where you find it." Scattered through these mountains and valleys are many patches of need: a broken-down ranch house off a dirt road, a shabby trailer in a crowded trailer court, a small dusty, cluttered farm. Logan has no zoning regulations, and occasionally one sees a ramshackle house neighboring a modern duplex. There are no ghettos, no sections of the area clearly labelled "low income." Box Elder, Cache, and Rich Counties have all been classified as economically disadvantaged areas by the Office of Economic Opportunity. Though prices here are a little lower than more urban areas of the country, wages are quite a bit lower, and well-paying jobs are scarce. To help support their families, many women regularly work outside their homes. And in the middle of Northern Utah, like so many other parts of the country, parents struggle daily to find adequate child care arrangements for their children.

More than geographic isolation accounts for the fact that poverty is hidden in the Tri-County Area. As one resident explained, "In the Mormon Church there is an undercurrent of you-make-your-own-bed. Industry and work are very much rewarded. The LDS take care of their own quite well. If a man is willing to work, he will get lots of assistance and support in a short-term crisis--food, money, housing. But the type of help given is selective and conditional. If you are second generation poverty here, then it must be your own fault. Someone who is poor often is seen by others as lazy, milking off the hard work of the faithful and the industrious. These attitudes create an underlying series of problems. Many who need assistance are too proud to accept it--Federal programs are not all that popular in these parts. Many men who cannot support their families in the ways they feel they should just pick up and leave. And while around here the social fires are kept under control, underneath for many families remain smoldering and destitute conditions."

History

Started in 1966, Head Start has been one of Northern Utah CAP's most popular programs. Mormon philosophy emphasizes the importance of education, and this may account for some of the community support given Head Start in the past few years. With three classrooms (two in Cache County, one in Box Elder County), Head Start now serves about 60 children and their families.

In September, 1971, Head Start was contacted by Millie Seigham, the Program's Regional Office of Child Development Community Representative, informed about Home Start, and asked if they were interested. "I said yes, what is it?" reports Director Sheri Noble. Sheri and several of her Head Start staff spent much of the Winter writing and re-writing a Home Start proposal. Early drafts called for mini-centers, clusters of homes served by a Home Visitor. These plans were rejected by the Office of Child Development which wanted programs to take a more individual family orientation. Sheri Noble and others in Head Start, believing that the cluster home concept best met the needs of their area, were disappointed when informed that they would have to change their proposal. Early in January, 1972, after Salt Lake City decided it did not want a Home Start Program, Sheri Noble received a call from the OCD Regional Office in Denver informing her that Northern Utah CAP's revised proposal would be accepted. In total, Northern Utah Home Start submitted three proposals (the original and two revisions) before getting final approval.

Recruitment

After receiving official notification of acceptance as a Home Start Program in February, 1972, Sheri Noble started to build a program. Head Start advertised for ten days on the radio and through the State Employment Office for each new position: Education Coordinator, Parent/Social Services Coordinator, Family Educators, Parent/Social Services Aides, Health Services Aide. A screening committee consisting of representatives from the Head Start Policy Council, the CAP Board, the low income community, the Head Start Career Development Committee, and the Associate CAP Director and Sheri Noble, Head Start Director, reviewed all applications and made recommendations to the Head Start Policy Council, which gave final approval.

From the 14 applicants for Education Coordinator, a former Northern Utah Head Start Teacher and Education Supervisor, Glenna Markey, was selected.

Two Family Educators, both former Head Start Aides, one from a local Head Head Start Program and one from Oregon from the 70 applicants. Two Parent/Social Service Aides were selected from the 15 people who applied, along with a Health Services Aide. A former Parole Officer, Clint Jeppsen, was chosen to be Home Start's Parent/Social Services Coordinator.

Plans call for Home Start to recruit a total of seven Family Educators. The Program will open an office in Brigham City (in Box Elder County), and two Family Educators will be based there. "The Family Eduacator is the key to this Program," noted one staff member. "We've got to hire able people who can work sensitively and effectively with the families we serve. The selection and training of Family Educators will make or break this Program."

The Parent/Social Service Coordinator and Aides recruit families for the Program. As of late May, 1972, 21 families had joined Home Start, and the Parent/Social Service Aides were gathering applications from several dozen more families. The Aides do much of the recruitment, getting names of potential families, visiting families to acquaint them with the new Home Start Program.

"Judy drives through towns looking for diapers on the line and tricycles in the yard," remarked a staff member. "When she finds a house with young children she knocks on the door, explains the Home Start Program to the family, sees if they are eligible, and if so, invites them to join." The Program gets referrals from the Public Welfare Office, Public Health, the Supplementary Food List, and the Emergency Food and Medical Program. Home Start plans to be fully operational, with 80 families served, by August, 1972.

Training

The newly hired Aides, Family Educators, and Coordinators participated in a week of Home Start training late in March. Dr. Jim Gage, OCD Child Development Specialist and the Program's Regional Home Start Representative, Drs. Carol Lambert and Don Carter from the Home Economics Department of Utah State University, and Sally Miner, State Head Start Regional

Training Officer, each spent time discussing with the Home Start staff the potentials and problems of serving families through a home based program. In addition, each Home Start Coordinator led a workshop for the rest on the staff on his or her speciality. Family educators received training relating to the component parts of Home Start: Health, Nutrition, Social and Psychological Services, and Education of young children and parents. The staff felt that the initial week of training was a good beginning.

Sheri Noble is working to secure continuing in-service training for the staff, especially for the Family Educators, who in many ways are the center of the Program. As one Family Educator put it, "There are just so many things I want to learn. I come back from each of my visits to my families with question after question."

Families

As of late May, 1972, Northern Utah's CAP's Home Start had enrolled 21 families with a total of 83 children (31 children age three to five). Of these families, 14 were Anglo, three were Mexican-American, one was American Indian, and three were members of other ethnic groups. All of the families met Head Start and Home Start guidelines. Staff members of the Home Start Program felt that they would be able to recruit 40 families who would be in the Program for one year and 40 who would be served for two years.

II. PROGRAM-WHO, WHAT, HOW

Goals and Objectives

The goals of Northern Utah's CAP Home Start are spelled out clearly in the proposal of January 12, 1972:

- To involve parents directly in the educational development of their children.
- To help strengthen in parents their capacity for facilitating the general development of their own children.
- To provide the same health services that are provided to Head Start children.
- To develop a realistic training program for parents in the Program.
- To implement a training program for parents which reflects an understanding of sound child development principles.
- To provide a series of success experiences for children, through parent education, in order that feelings of frustration and failure may be reduced or eliminated.
- To assist in promoting within the parents a feeling of accomplishment and self-worth as a result of their participation in the Program.

Conversations with a Family Educator, a University Advisor to the Program, a member of the Head Start Policy Council, and the Home Start Director revealed distinct yet overlapping formulations of Home Start hopes.

A Family Educator said that her goals varied with the needs of each family. In general, her goals for the children of ther families for the next year are:

- Development of good self-concepts.
- Knowledge of labels.
- Knowledge of primary and secondary colors.
- Ability to count.
- Ability to tie their shoes and zip their coats ("Kindergarten teachers here stress zipping.")

The Family Educator hopes to help the mothers in her families during the next year:

- To feel freer and more a part of the lives of their children.
- To have the courage to walk into schools and ask teachers questions about their children's education ("Many moms around here are scared to death to walk into a school.")
- To feel like treating their children more fairly and appreciate them more instead of tearing them down. ("Parents treat kids like they feel they're treated. I try to take good care of the parents so they can take good care of their kids.")
- To make reading a value in their homes.

A Professor at the University listed two main sets of goals:

- Parent training:
    - child "management";
    - nutrition;
    - the importance of early stimulation;
    - the importance of contact with other children; and
    - places to go to get legal, medical, and social services.
- Parent involvement with other parents:
    - aiding parents to give and get from neighbors, friends, and relatives.

A member of the Head Start Policy Council stated, "The job in Home Start is to teach the parent so that she or he can work with the children. We want to help parents develop better communication with their children."

The Director of Home Start Program commented, "My personal goal is that by Spring, 1973, the parents are doing the teaching and the Family Educators are a resource to the parents. When the parents start preparing their own lesson plans, maybe we will cut down the home visits somewhat. We want to keep in close contact with our families, giving them the support they need as they grow."

When asked about their expectations for the coming year, most staff members saw their primary tasks as learning how to do their jobs well. "Home Start is a new program," remarked a Family Educator. "I am keeping a file of activities so that I can keep learning how to work with my children and families."

While almost all staff members felt that problems in staffing, administration, and training will be worked out within the next year, estimates varied on the effects of Home Start on its families in the next year. "Let's face it," said one Home Start Coordinator, "many of these families have serious problems. I expect about one-third will be helped significantly by next May."

Director Sheri Noble is somewhat more optimistic. "I will feel real good if 75% of our families--by our and their judgment--have significantly increased their involvement with their children. I expect that about 60% will take some major steps that help the educational development of their children."

Health

Home Start Families will receive the same health services as Head Start Families. The Health Services Coordinator visits every Home Start family and keeps a record on each Home Start child. The Program pays for complete physical and dental examinations for each Home Start child - except those cases where welfare will pay. Home Start also pays for dental care for its children, and the Health Coordinator assists families in finding the medical and dental care they need, referring families to doctors and dentists. There are no Immunization Clinics now in the Tri-County Area, so the Program must make arrangements with individual doctors to serve the children.

The Health Coordinator plans to work closely with the Family Educators to train them in giving health information to their families.

Nutrition

Though there is little severe malnutrition in the Tri-County Area, many of the families to be served by Home Start may need information about buying and preparing food. The Home Start Nutritionist plans to work with the Family Educators around nutrition and food preparation needs of their families. The role of the Home Start Nutritionist (who spends 40% of her time with the Program) will primarily be as Consultant to the Family Educators.

Psychological/Social Services

The Parent/Social Service Coordinator and Aides are responsible for helping families get the social services that they need. For example, if a family needs a ride to the Welfare Office, a Social Service Aide will assist. Staff members reported finding one family, a mother and two young children (father had left) living in a small, near-empty house, electricity shut off, no groceries, gas due to be turned off the next day, mother almost incapacitated with fear and loneliness. A Social Service Aide immediately took the family to the Welfare Office for an emergency support payment, then went shopping with the mother and helped her pay the gas and electric bills.

At least one graduate student from the University will work with the staff and families in the Home Start Program during the next year. In May, 1972, a graduate student in psychology had started to work with the Program, meeting with staff to talk about the organization of the Program and the psychological needs of the Home Start families. Several other students, perhaps in Social Work and Early Childhood Education, may work with the Program in the Fall.

Education

The main thrust of the Northern Utah CAP Home Start Program is toward educational activities between parents and their children in their homes, with the Family Educator as initiator, catalyst, and resource to the family. Though the Program provides Health, Nutrition, and Social/Psychological Components to its families, its central feature is the activity of the Family Educator.

Present Home Start plans call for each of the seven Family Educators (as of late May, 1972, two hired, five to be hired) to work with 11 families, visiting each family at least once a week at home to work with the parents and their three and four-year-old children. About once a month, groups of families will get together to learn about children and talk about health, nutrition, and educational concerns.

In late May, 1972, the two Family Educators were working with 21 families, sometimes bringing materials and planned lessons into the homes; at other times just listening to the focal parent (usually the mother) talk about her family. "One of my families," explained a Family Educator, "has a little boy, and his mother is worried that he doesn't know enough. I went for a walk with the boy and he showed me around the farm, pointing out parts of the barn, counting the chickens--he's a very bright child. I'm working to help the parents see that he can learn lots when he's interested."

Another Family Educator described the way she helped a Mexican-American family learn to use her home visits. "I came in the house and Mrs. J. whispered to me that her English wasn't very good. She stayed toward the back of the room and didn't seem all that sold on home visiting. I went over to little Maria, sat down on the floor next to her, and started playing with some colored flannel board stories I brought. Maria and I talked about colors. I noticed that Mrs. J. watched us very closely. Parents feel comfortable when I work with children in colors, because that's something that parents know.

"The next week when I came back, the whole family (mother and six children) were sitting on the porch waiting for me. They fairly danced when I came up the stairs. We talked more about colors, and I brought some playdough for Maria. Mrs. J. talked louder, in a normal voice. I sang them a song in English; they sang me a song in Spanish. I talked with Mrs. J. about how wonderful it is for a child to know two languages. She is thinking about the importance of her children learning two cultures. Parents have been taught that they are not the teachers of their children. But they are the primary teachers--kids learn things all the time from their parents. As a Family Educator, I want to work with Mrs. J. to help her teach her children. Next time we're all going to cook a recipe together."

The Education Component in Northern Utah Home Start varies with the skills and experiences of the Family Educators and the specific needs of the families. Some families are helped to develop lesson plans for their children. With other families, the Family Educator works to help the parent better understand the physical, emotional, and intellectual needs of the children. Sometimes home visits are structured, planned out affairs. Other times they are more spontaneous. Almost all the time the Family Educator in Home Start is trying to convey to parents the message that children are constantly learning and growing. A description of an unusual home visit may give some of the flavor of Northern Utah Home Start.

Ms. Marcia S. and her three children--three-year-old Michael, thirteen-month Alician, and seven-week-old Gynne--live in a crowded trailer camp perched under the Rockies in Cache Valley. Jo Davis, a Family Educator, and Glenna Markey, Home Start Educational Coordinator, drove across the valley one Thursday morning to take the S. family on a picnic. Michael was playing quietly outside when Jo and Glenna drove up to the trailer.

"Hiya, Michael, What are you doing? It's nice to see you today," greeted Jo, while Glenna went to help Marcia with the the babies. "That's a lovely flower. Do you know what color it is?"

Michael was shyly silent. Jo touched him lightly on the shoulder. "It's yellow. A very pretty yellow. Hey, how did that kitty get under the fence?"

Michael turned to look. Jo's message to the child was "asking questions is okay." "Michael, you ask lots of good questions and learn about all kinds of things."

" I sure appreciate the chance to get out," Marcia murmured as they all got into the car. Michael sat all by himself in the back seat of Jo's station wagon, facing the back. Are you going to keep an eye for us on where we've been?" laughed Jo merrily. Michael smiled happily.

While driving, Jo, Marcia, and Glenna nattered about the babies, the visit of a friendly Easterner, and Marcia's problems with a relative. Pretty soon they turned off onto a dirt road and came to a fenced-in pasture with a shady grove of trees.

"We can picnic here," Glenna said as she climbed through the barbed wire and lifted Michael and Alician in with her, "but we must clean up, and we mustn't let the horses out."

Four huge horses, who had spotted these humans coming into their pasture, came over to say hello. Baby Alician took one look at them and burst into tears. Michael's lips twitched, and he struggled not to crack up, "nice horsie, nice horsie." The horses, though, were huge, and too friendly. Alician kept crying, and, when the bay horse nuzzled him, Michael's eyes filled with tears. Marcia and Jo stood helplessly outside the barbed wire fence as Glenna tried to shoo away the horses, calm Alician, and shore up Michael. She failed. Michael burst into tears.

"Maybe we should go somewhere else, " the Family Educator suggested. Michael and Alician were whisked quickly through the fence and immediately calmed down. While Glenna climbed through, Jo asked Michael what he thought a horse's tail was for. The brief drama over, everyone climbed into the car, and the picnic moved to Lookout Point, with a view of 40 miles of Cache Valley. Jo and Marcia talked with Michael about flowers, colors, airplanes, and juice, and Glenna helped Marcia care for the babies.

On the way back Marcia explained that she and Michael were playing a counting game every morning, which Alician watched actively. Sometimes, she said, she didn't know just what to do with the three children, and she was glad that Jo came to visit and talk with her about the children.

As Jo and Glenna left the trailer after saying goodbye to Marcia, Michael was outside stroking the kitty, intent to discover where it had crawled under the fence.

III. HEAD START

Program and Staff

Head Start and Home Start are joint programs, sharing staff. Northern Utah CAP Head Start is a nine-month half-day program serving about 60 families with four-year-old children in Cache and Box Elder Counties. Head Start has been a popular program in the area, with good coverage in the local newspapers. There are three Head Start Teachers, three Head Start Aides, three bus drivers, a Health Coordinator, a Nutritionist, and a Parent/Social Service Coordinator.

Similarities and Differences

Since Home Start is just beginning, it is difficult to compare it to Head Start. It will be interesting to see whether Home Start receives the popular support given to Head Start by the communtiy. Education is an important value in the Mormon Church. Home Start and Head Start in Northern Utah are somewhat philosophically different. Head Start is child-centered and center-based. Though the family is important, the child is the key. Home Start, with its credo of "the parent is the primary educator of the child," is parent-centered and home-based. In a sense children are the"means" to educate the parents about the importance of the parental role in the educational development of their children.

Resources Shared

The first real test of how well the joint Head Start/Home Start arrangement will work out will come in the Fall, 1972, when all 80 Home Start families have been recruited and Head Start classes are back in session. The Home

Start budget specifies areas of time-sharing between the two programs: Director, 60% Home Start, 40% Head Start; Education Coordinator, 60% Home Start, 40% Head Start; Health Services Coordinator, 60% Home Start, 40% Head Start; Nutritionist, 40% Home Start, 10% Head Start.

Head Start/Home Start staff are not sure just how their time will actually be split. For example, will the needs of the new program force Sheri Noble to spend 80% of her time on Home Start and 20% on Head Start? How will the Home Start and Head Start calendars interact? Will certain months of the year require shared staff to spend more time on Home Start and other months more time on Head Start? Will time sharing change from Year I to Year II to Year III?

The job of Education Coordinator is a clear example of resource sharing between Head Start and Home Start. Glenna Markey, by September, 1972, will supervise three Head Start teachers, three Head Start aides, three Head Start bus drivers, and seven Home Start Family Educators. There are at least two questions here: 1) Will one person be able to spend enough time to adequately supervise both Head Start and Home Start staff? 2) Will differing Program philosophies of Head Start and Home Start create competition and conflict between the two staffs?

IV. ORGANIZATION

Policy Making

Head Start and Home Start are programs of the Northern Utah Community Action Program, (CAP), whose offices are five miles from Millville, in the County Court House in Logan. The CAP Agency is currently in a period of transition and will soon be controlled by the Cache County Commissioners, a prospect that does not seem to please some of the low-income residents of the area. It is not anticipated that the politics of CAP will, in the near future, have substantial effects on Home Start.

Head Start policy is made by the Head Start Policy Council, a parent's group. The Chairman of the Policy Council reports that by October, 1972, each county will have a Home Start Parent Committee which will send representatives to the reorganized Head Start/Home Start Policy Council (now with 13 members; in October to be slightly enlarged).

Staff Organization

Responsible for the overall operation of Head Start/Home Start is Director Sheri Noble. Reporting to the Director are the five Head Start/Home Start Coordinators (Parent/Social Services (2), Nutrition Education, and Health Services). The Education Coordinator supervises the three Head Start Teachers, three Head Start Aides, three Head Start bus drivers, and seven Family Educators. The Health Services Coordinator supervises the Health Services Aide. The Home Start Parent/Social Services Coordinator supervises two Parent/Social Services Aides.

Though there are formal lines of authority in Head Start/Home Start, communication among the staff is quite relaxed. The Family Educators are the Program's main contacts with Home Start families and receive frequent assistance and encouragement from the Director, Coordinators and other Family Educators. For example, it is not unusual to find a Family Educator discussing a health need with the Health Coordination, with the Education Coordinator also giving advice. (See organization chart.)

Staff Training and Development

Director Sheri Noble sees in-service training as a key task of the next year and is working to recruit resources to work with the Family Educators. Professors from the Home Economics, Special Education, and Psychology Departments at Utah State University have volunteered their services, and Sally Miner, State Head Start Regional Training Officer, will also assist. Several outside consultants may be brought in to help teach the staff more about working with their families.

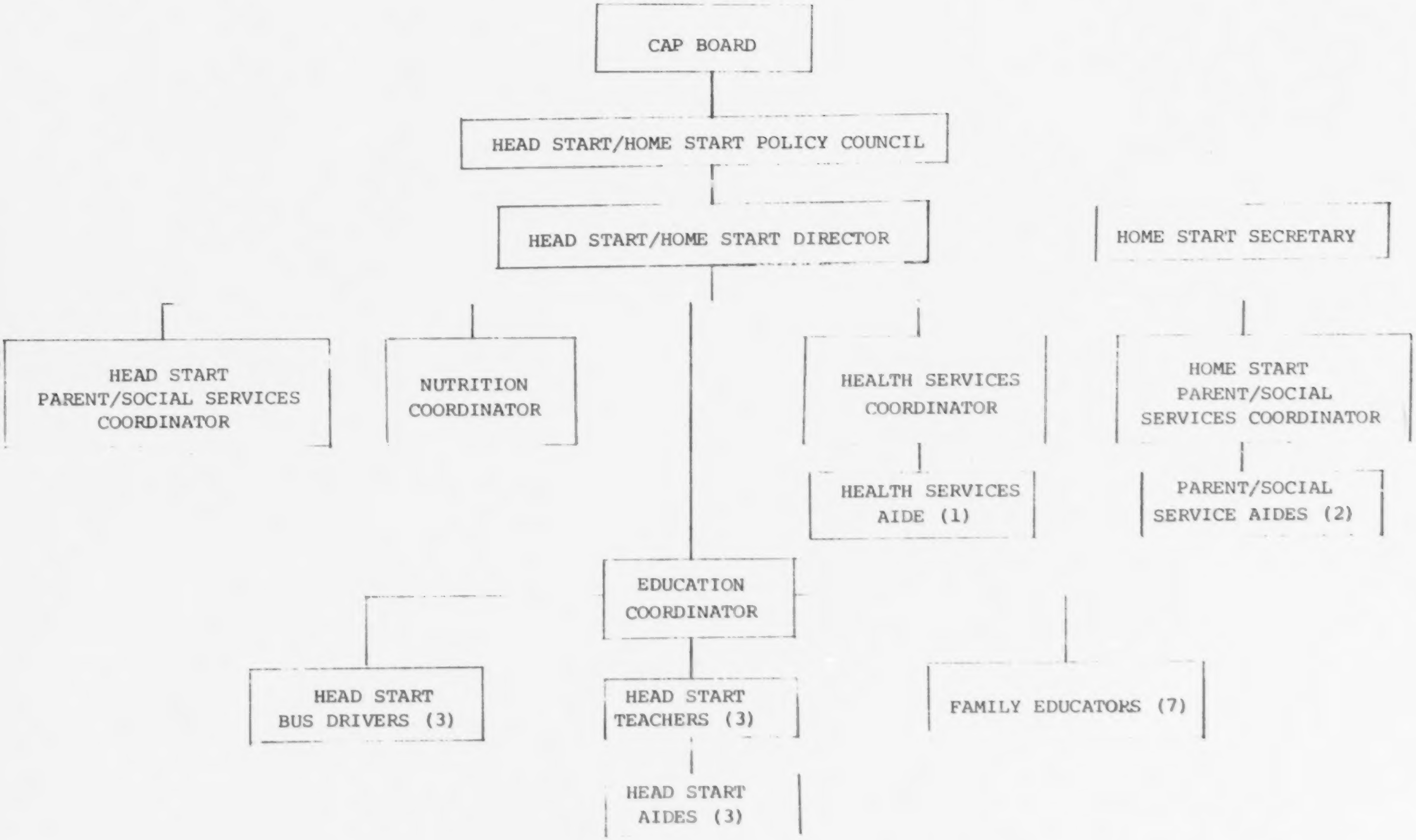
Home Start has and will rely on its Coordinators to do much of the in-service training. The Nutritionist, Health Services Coordinator, Parent/Social Services Coordinator, and Education Coordinator each contributes to the learning of the Family Educators.

Much of the training for Family Educators in the next year, especially that provided by Professors from the University, will concentrate on aiding Family Educators to clarify their objectives for families,and on helping the Family Educators to avoid the pitfalls of giving too much direct service. Family Educators will be encouraged to support parents develop their own learning plans for their children and to be able to do things for themselves.

Staff Meetings and Records

Home Start has a regular weekly full staff meeting, at which matters of general concern are discussed. Coordinators supervise their staffs and meet with them on individual or group bases as needed. Sheri Noble regularly meets with the Supervisory Staff.

NORTHERN UTAH CAP HEAD START/HOME START
ORGANIZATIONAL CHART


CAP BOARD
HEAD START/HOME START POLICY COUNCIL
HEAD START/HOME START DIRECTOR
HOME START SECRETARY
HEAD START PARENT/SOCIAL SERVICES COORDINATOR
NUTRITION COORDINATOR
HEALTH SERVICES COORDINATOR
HOME START PARENT/SOCIAL SERVICES COORDINATOR
HEALTH SERVICES AIDE (1)
PARENT/SOCIAL SERVICE AIDES (2)
EDUCATION COORDINATOR
HEAD START BUS DRIVERS (3)
HEAD START TEACHERS (3)
FAMILY EDUCATORS (7)
HEAD START AIDES (3)

In its first few months of operation, Home Start has already made progress in developing its own process of self-evaluation and improvement. After each visit, Family Educators fill out a report on their work with the family. These reports are serving as "idea banks" for those who work with other Home Start families. The Program has developed its own forms for rating family participation and interest in the Program and plans to use these records to aid families in their growth through the Program. Copies of these forms are included in the Appendix.

V. RESOURCES

Total Home Start budgeted resources are $121,400, of which $100,000 is the Federal share. It remains to be seen how much donated goods and services the Program will attract. Sheri Noble sees recruitment of additional resources, especially for training, as an important task.

A complete cost benefit analysis is being planned for the Home Start Project. Donated goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

Northern Utah CAP Home Start is a strong Program, making good progress in learning how to serve its families. The people in the Program seem to enjoy working with each other. There is time to be friendly in Northern Utah, time to fish and hike and camp in the mountains. "It's a good place to raise a family," one Home Starter noted. And members of the Mormon Church seem to have large families--five, six, eight children.

Head Start/Home Start will face its share of problems in the coming months: growing pains and dislocations as the staff expands and explores how close a group it wants to become, the challenge of providing needed service to the more isolated parts of Box Elder and Rich Counties, strains between the Program and the community. Sheri Noble and her staff will grapple with the difficult questions of how to keep families motivated: after all, what are the incentives for a harrassed mother of four or five children, with little companionship and less money, to regularly work on the "educational development" of her children.

But although in Northern Utah there will be difficult times, Home Start will receive a fair trial in its home in Cache Valley. The people and the land will give this Program a chance to take root. And Home Start will grow.

VII. APPENDIX

- Self-Evaluation

HOME START REPORTING AND EVALUATION

FAMILY______________________________ Family Educator______________________________

OBJECTIVES

METHODS

OBJECTIVES COMPLETED

OBJECTIVES NOT COMPLETED

Comments

Reasons

Reccomendation s

NAME ______________________ STARTING DATE ____________________

DATE														
FAMILY PARTICIPATION														
FAMILY INTEREST														
LEADERSHIP ENVOLVEMENT														
AVE.														

FAMILY PARTICIPATION

- Follow Through
- Involvement During Visit
- Input into Planning

INTEREST

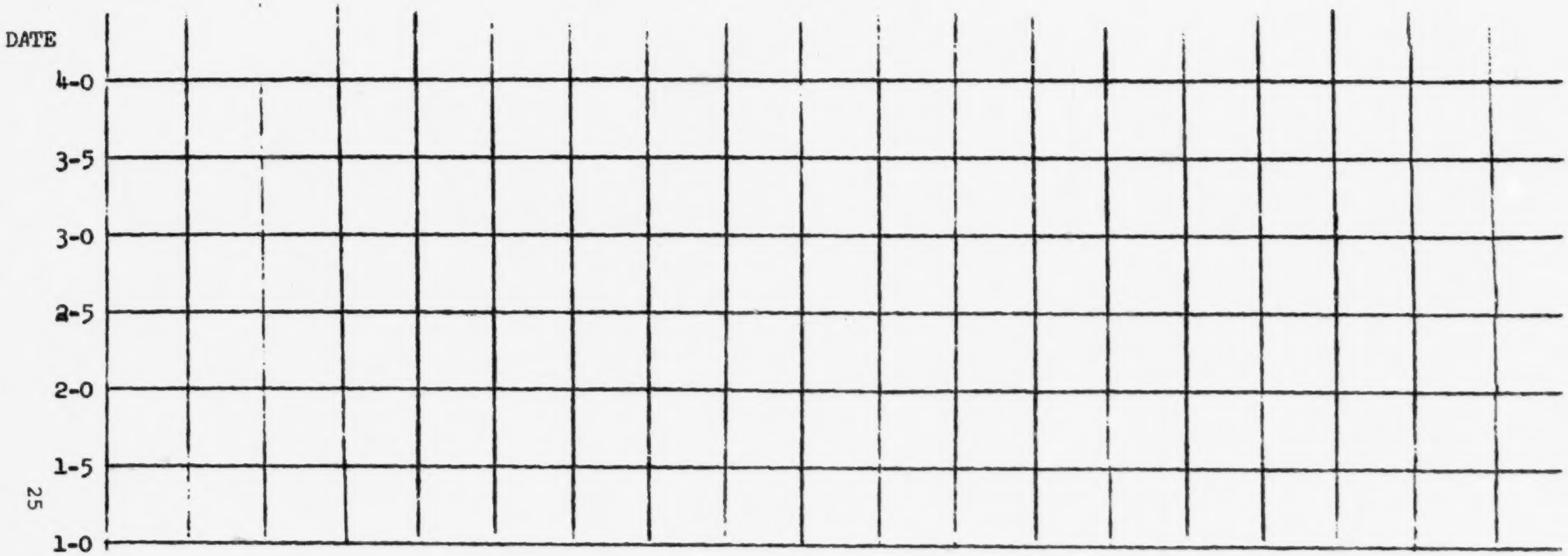
- New Ideas
- Outside Family Development and Programs (e.g. Hobbies, Sports, etc.)
- Preperation for Next Visit

LEADERSHIP

- Leading in Discussion at Planning
- Leading in Lesson Presentations
- Leads in making own goals

SCORE 1 THROUGH 4

NAME ______________________ STARTING DATE ________________



COMMENTS

1. What would you expect to accomplish on your first visit to the Home?
2. How can the parents help you in your job?
3. Why do you think you can do a good job as a Family Educator?
4. Would you be willing to take training that would take you away from your family a week at a time.
5. Do you have a license and a car?
6. Are you going to be in the area at least one year?
7. When can you start.

What kinds of behavior would you expect from your families?

What is your philosophy of discipline?

Would you be willing to take training that would periodically take you away from your family?

The family consists of a 28 year old seperated mother and 3 children. The mother is on welfare. She spends $30 a month on food. She has a older man living in with her. This man is the only source of aid and support to the mother. Should the welfare department become aware of the situation, they would relieve her of the children.

The father is a truck driver who spends much of his time out of town. When he is home he over indulges in the childrens recreational activities and refuses to correct them in their misbehavior. When he is away, the mother tends to ignore the children leaving them to their own interests and activities; with the result of the children are regularly found getting into trouble with the neighbors. When confronted with the problems the mother apologizes, but does nothing to correct the children.

The father and mother both are employed. The mother is only employed on a part-time basis and works 25 hours per week. While they are away they leave the children home alone. The childrens ages are 5 and 3. They do fairly well in keeping themselvesentertained and out of trouble but they appear to be under feed and seemingly sickly children. The mother seems interested in your visit but make s the children keep out of sight while you are there. She tends to become slightly upset when you atempt to discuss the childrens situation with her.

Larry is three. His mother reports that he is unresponsive to her attempts to try and work with him. During your visit he spends most of the time hiding and watching you when he doesn't think you are looking. Finally he becomes interesed in some clay you have brought, but after a few minutes he throws it on the wall.

There are two children in the Anderson family, Janet and Darcee. Janet is the eldest. Janet is very possesive of the teacher and wants the teacher to work with her exclusively. She is very excited when the teacher comes and grabs her hand and demands to sit on her lap. She cries and pouts if the teacher pays any attention to her sister. She has temper tantrum when the teacher leaves. The teacher has talked to her and the mother and tried to explain that she is both girls teacher. What would you do next.

Mrs. Curtis was very excited during the first visit you make to her family. The second time you came she left you with the children and went to the kitchen to cook. On the next visit she said she had some sewing that needed finishing right away. On all of your visits she has made excuses. As one of our primary ofjectives is to work with the mother, how would you get the mother working with you?

Case Study I June 1972

Project Home Start
Parkersburg, West Virginia

Principal Author: John M. Love

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IN BRIEF

June 1972

GENERAL

TYPE OF PROGRAM: Rural -- 1 central office, 10 county offices

SPONSORED BY: Delegates -- CAP office in each county
Grantee -- West Central West Virginia Community Action Association

ADMISSION CRITERIA: Head Start/Home Start Guidelines

PROGRAM START-UP DATE: February, 1971 ("Preschool-at-Home")

HOURS OPEN: 8:30 - 5:00 (Staff available as needed)

FAMILIES RECRUITED: 146

STAFF

TOTAL PAID STAFF:	13	Total Full-Time:	13	Total Part-Time:	0
TOTAL IN-KIND STAFF:	13	Total Full-Time:	13	Total Part-Time:	0
ETHNICITY OF STAFF:		Anglo:	100%	Indian:	0%
		Black:	0%	Oriental:	0%
		Chicano:	0%	Other:	0%
SEX OF STAFF:		Female:	100%	Male:	0%

STAFF POSITIONS: Project Coordinator, Assistant Project Coordinator, Home Health Coordinator, Professional Aide Trainee, 22 Home Visitors.

POSITIONS OPEN: 0

CHILDREN

TOTAL HOME START CHILDREN: 195

TOTAL CHILDREN (ELIGIBLE FAMILIES): 610 0-3 years: 118 3-5 years: 195 6-21 years: 297

ETHNICITY OF FAMILIES:

Anglo:	97%	Indian:	0%
Black:	2%	Oriental:	0%
Chicano:	0%	Other:	1%

SEX OF HOME START CHILDREN: Female: ' Male:

PARENTS

SEX OF FOCAL PARENT: Female: 100% Male: 0%

EMPLOYMENT OF FOCAL PARENT: N/A

EMPLOYMENT OF OTHER PARENT: N/A

100% Temporarily out of Household (1 Parent)

COSTS

TO PARENTS: None

TO PROGRAM: (This will not be available until the second case study)

ESTIMATED FUNDING:

HEW:	$100,000
In-Kind:	11,000
Total:	$111,000

FOR FURTHER INFORMATION, CONTACT:

Mrs. Margery Morehardt
Chief of Planning, Program Support, R & D
West Central West Virginia C.A.A.
1019 Murdoch Avenue
Parkersburg, W. Va 26101

JUNE 1972

Air service into Parkersburg, West Virginia, has not enjoyed the best of reputations. It takes just a few minutes for the baggage truck to deliver the luggage at the gate in the chain link fence. The smallness of the airport, the scarcity of people at late hours, and the quiet of the drive through the countryside into Parkersburg, all served to highlight the feeling of separation; the feeling that rural West Virginia is a long way from the problems of urban America. Four days of observation and interviewing provides ample evidence that, despite subjective distance from urban centers, West Virginia, families share in the conditions that the Home Start Program hopes to change.

The extremely rural setting certainly seems to be the major characteristic which has molded the form of the Home Start Program. The organization of the Grantee Agency is itself an indication of this fact. The West Central West Virginia Community Action Association has its central office in Parkersburg and operates through 10 Delegate Agencies, one for each county in the region. Each agency has a Director and staff to carry on programs such as Manpower, Rural Arts and Crafts, and Home Start.

Rod Engle is the Director for Calhoun County. His office is located in the basement of the City Hall in Grantsville (named after Ulysses S. Grant), 47 miles from Parkersburg. Rod is particularly proud of Home Start, even though only a small portion of his time can be devoted to it. It was discovered a couple of years ago that homes in the southern part of Calhoun County were able to tune in to the TV program televised by the Appalachia Educational Laboratory (AEL). Rod contacted AEL to request the teaching guides that accompany the programs, but there were problems with distributing them in time to be useful to Calhoun County families. In northern parts of the area television reception was poor. These reasons, plus the fact that Head Start could not serve families who were too remote to be served by the Rural Transportation System, led West Central personnel to develop their own project to serve all 10 counties. In the next year (1971-72) every county had its Preschool-at-Home Program funded through OEO. And out of that experience came the proposal for Home Start.

Rod Engle feels that the goal of Home Start is to get parents to value education but the parents' greatest expectations are in the medical area. The Home Visitor finds herself providing shots and vitamins, contacting an agency to construct an outhouse, or showing a mother how to wash dishes and kill cockroaches.

Two small desks just outside of Rod's office are the headquarters for the county's two Home Visitors, Mary Jean Smith and Lillian Hicks. Both native West Virginians, these young women are devoting an enormous amount of time and energy toward working with families whose situations they can readily identify with. As Lillian drove out to the Beckett family's place (about a 30-minute drive from Grantsville), she talked about her families and about her role as Home Visitor. The same themes were expressed by other Home Visitors: How can we ever do enough for these families? How can we help them to get all the services they need? Can I do enough in one and one-half to two hours a week?

The limited resources available to each Home Visitor, in contrast to the great needs of the families they work with, strikes the observer as a key factor in the implementation of Home Start. The Home Visitors, though idealistic in their aspirations, are practical in their approach; they are strongly motivated and closely identify with the people. But they need to see progress, to feel that their work is making a difference. It is obvious that Home Start places a tremendous burden on the Home Visitors, and they feel it. Lillian has been a Home Visitor for about two months. Some of the Home Visitors are veterans of the Preschool-at-Home Program. Regardless of experience, they express the same concern about being able to "do enough" and about having a longlasting effect on the children.

A graded dirt road goes right up to the small farm rented by the Becketts. They have a small vegetable garden right next to the frame house and another garden up on the hill behind the house. In a pen 10 yards from the house were two hogs, and on the hillside behind the house two horses and two cows were grazing.

The Becketts have 14 children, ranging in ages from 15 months through high school. They were hard to recruit. It seems that Mr. Beckett has not gotten along two well with the Welfare Department and claimed that someone was trying to take his children away from him. Two of the younger children were constantly sick, so Lillian got Mr.Beckett to agree to letting them have a doctor's exam. after the doctor in Grantsville removed their tonsils they improved dramatically Then Lillian began her home visits and established a very good relationship with the family. When she was seeking Mr. Beckett's permission to bring a visitor along, he told her that she could do anything she wanted because she had saved his children. Events such as this, though not always so dramatic, have been critical in establishing a working relationship between Home Visitors and the families.

In the Parkersburg office of Paul Booth, a red, white and blue, stuffed donkey is prominently displayed. Paul is the Executive Director of"West Central" (as the Community Action Association is usually referred to) and is proud of the new Arts and Crafts Program which is providing jobs for men and women in rural West Virginia. A contract for 4,000 donkeys to be sold at the Democratic National Convention will return $18,000 to the depressed economy of this 10-county region. Paul Booth speaks strongly for the importance of projects such as this, aimed at supplementing existing incomes. Educational and social services cannot have any real impact, he feels, unless they are coupled with economic assistance.

Downstairs, in the Home Start office, the six-foot high wall map of the 10-county area immediately attracts attention. On this detailed map, the colored flags indicating families provides a dramatic picture of the distances between the homes visited by each Home Visitor and the distance from the county offices to Parkersburg.

In a row of small offices created by partitions along the wall of a large, open area, are the Home Start staff: Virginia Foreman, Home Health Coordinator; Toma Sue Martin, Professional Aide Trainee; Helen Hupp, Assistant Project Coordinator ; and Susie Pahl, the Project Coordinator. In the central office in Parkersburg, as well as in the Delegate Agency offices out in the counties, the leadership of the Project Coordinator is evident. Her energetic spirit, her concern with all aspects of the Program, her enthusiasm for Home Start, and her optimism for the families, seem to infect staff all the way down the line. Susie displays equal interest and concern, whether discussing recordkeeping with the Assistant Project Coordinator, going over referral problems with the Home Health Coordinator, listening to the Director of one of the Delegate Agencies reciting difficulties he's had in obtaining the material for making the donkeys, or going over the details of a particular family's situation with a Home Visitor.

The West Central West Virginia Community Action ASsociation's philosophy of coupling educational and social services with economic self-help programs, creates an ideal setting for Home Start. Home Start is thus seen in the broad context of Community Action Programs that serve the youth and the elderly, work toward improving substandard housing and, in general, attempt to supplement inadequate community institutions and services.

Home Start in West Virginia is filling a need. The geography, economy and living conditions shape the needs that are common to all Home Start families and create a special challenge for West Central. Even though the Program is still developing, the past year's experience in a home-based program is providing the background and a direction.

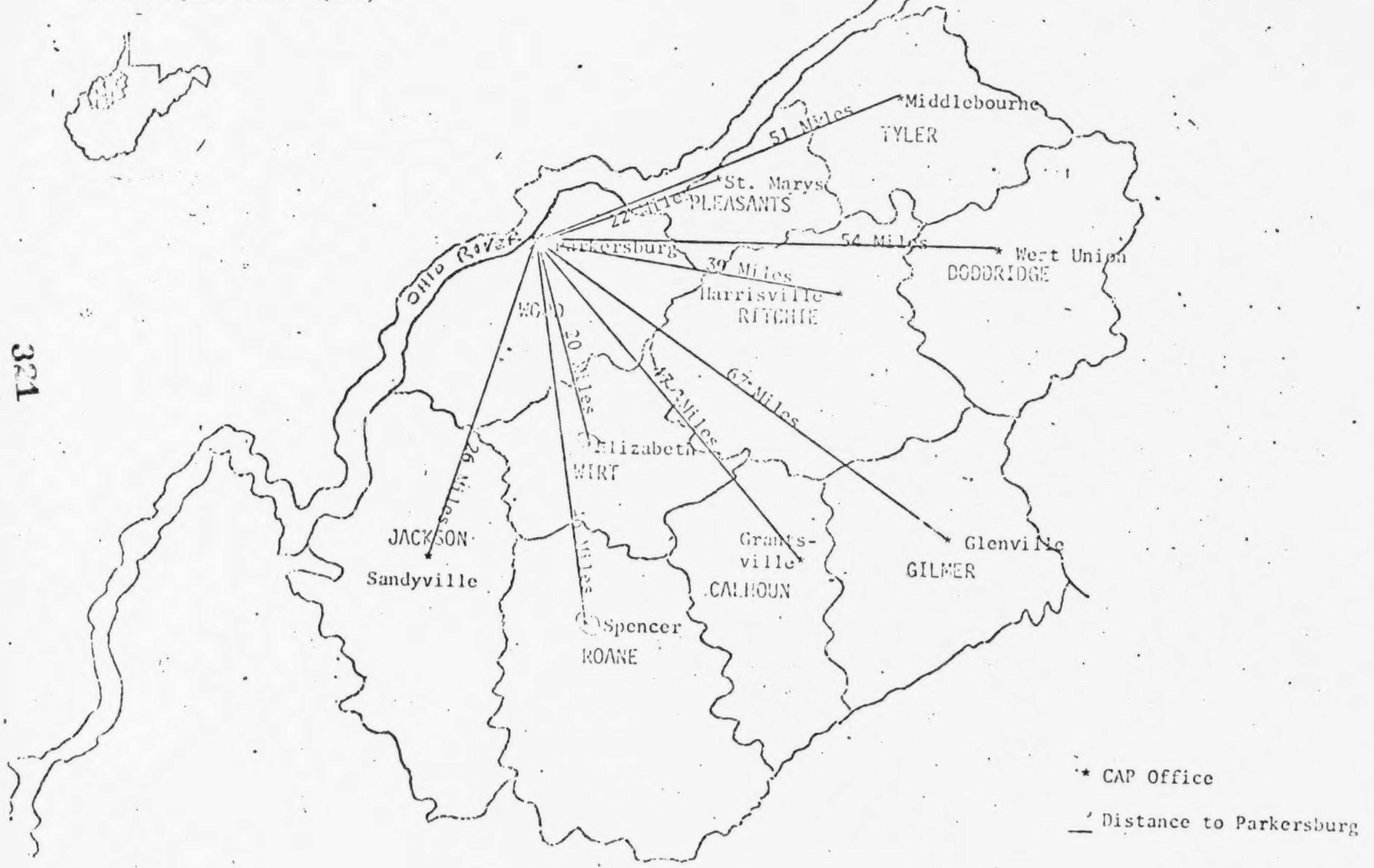
I. START-UP

Community

In the 10-county area of West Central West Virginia are an estimated 54,577 households (1970 census). Twenty-five percent of the households have incomes below $3,000 (Survey of Buying Power, 1969-70). According to figures cited in the Home Start proposal, more than 16,000 (or 30.5%) are classified as "poor" when their incomes are related to the 1966-1970 Consumer Price Index for average annual consumer prices. In 1970, unemployment in the counties ranged from 4.0% in Jackson County to 15.0% in Calhoun County, but more striking than that is the fact that the percent of population aged 15-74 in the labor force is estimated to have declined in five of the counties between 1960 and 1970. The exceptions are the counties bordering the most populous county, Wood County (see map). In Pleasants and Ritchie Counties the percent of population in the labor force has actually increased by 14.9% and 8.6% (Proposal, Table E). With the exception of Wood County, these also are the two counties with the smallest proportion of "poor" households. The picture that emerges from these and other statistics (e.g., infant mortality, first grade retention rates, availability of medical and dental services) is one of increasing poverty and need as the distance from Parkersburg increases. Two of the outlying counties, for example, have infant mortality rates that are double the rate in Wood County (Proposal, Table J).

Four counties border the Ohio River (Jackson, Wood, Pleasants and Tyler). Over 71% of the 174,551 people in the service area live in these four counties (1970) census. The largest city in the region is Parkersburg (44,208) in Wood County; the next largest town has a population of 11,549; these are the only two towns with more than 5,000 people. Although the 10-county region represents 20% of the land area in West Virginia, it contains only 10% of the state's

WEST CENTRAL AREA OF WEST VIRGINIA
(Total Square Miles 3,326)


Middlebourne
51 Miles
TYLER
St. Marys
22 Miles
PLEASANTS
Ohio River
Parkersburg
54 Miles
West Union
DODDRIDGE
39 Miles
Harrisville
RITCHIE
WOOD
20 Miles
67 Miles
Miles
Elizabeth
WIRT
26 Miles
JACKSON
Sandyville
Miles
Spencer
ROANE
Grantsville
CALHOUN
Glenville
GILMER
* CAP Office
Distance to Parkersburg

population. Topographically the area is considered mountainous. It is not as rugged as some other areas in the Appalachian region, but the area consists of narrow, low mountain ridges (the highest elevation is under 1500 feet) with narrow valleys, or "hollers", accounting for transportation and communication problems that must be considered among the noteworthy elements of the West Central Home Start Program. The geography, the distances and the terrain, are certainly important determinants of the way in which the Grantee Agency has been organized, and thereby are important in setting the stage for the implementation of Home Start.

An important factor in the economics of the region is the limited industrial development in the more rural counties. A 1969 study by West Central revealed that 99 of the 124 commercial firms employing 25 or more people are located in Wood, Pleasants and Jackson Counties. Again, the terrain is probably a factor. The rural counties have a limited amount of accessible level land sites conducive to industrial plant location, and there are not many buildings that could be converted into an industrial site.

Another set of impressive statistics that was presented in the Home Start proposal submitted by West Central has to do with educational attainment, literacy and per capita expenditures for education. The rate of functional illiteracy is estimated to range from a low of 4.2% in Wood County to 22.3% in Roane County (the U.S. national county average is 8.4%). The median number of school years completed by persons over 25 years of age ranges from 8.3 in Calhoun County to 9.8 in Wood County (The U.S. national county average is 10.6) -- on the average, the median number of school years completed in the 10-county region is two full years below the national county average. Local government expenditures for education also fall well below the national average of $100 per capita, ranging from an expenditure of $60 in Ritchie to $84 in Doddridge County.

To the Home Start staff , these figures are more than mere statistics. They are given meaning in the daily challenge of not only Home Start but all the other programs of the West Central West Virginia Community Action Association. Part of the meaning was conveyed in the Home Start proposal (Section I, p.3):

> "Income levels are closely tied to local education, specialized training, productivity, health, investment and employment levels. In an area such as the seven rural counties where the economy is recognized as being weak and relatively unstable, an understanding of the factors causing low incomes must be achieved before remedial steps can be effected."

West Central is attacking the problem on the economic front by providing some types of job training and by sponsoring projects that create job opportunities. Head Start and now Home Start are two programs that focus directly on the children and families.

History

The home-based program of the Appalachia Educational Laboratory (AEL) provided the first idea for a home visiting program in the West Central region. An attempt was made to incorporate AEL's "Around the Bend" television series, but the program originating in Charlestown could not be received by much of the 10-county region because of distances and mountains. West Central staff decided to develop their own Early Education Program. A work-statement for a project called Preschool-at-Home was prepared by Shirley Wilson and Margery Morehardt in the West Central Office of Planning, Program Support, Research and Development. Ms. Morehardt, who is Chief of that office, had been Director of West Central's Head Start Program for five years and was aware of the needs that it was unable to meet. In August, 1970, the search for funds began. Fred Digby at the Regional HEW Office was contacted for technical assistance on the educational aspects of the Program. Funds were obtained from OEO to hire Community Aides who would regularly visit homes. The Preschool-at-Home Program operated from March 1, 1971,to February 29, 1972,with 11 aides visiting the homes of approximately 120 families.

In October, 1971, Paul Vicinanza, Child Speicalist of Region III Dept. of HEW,OCD, advised West Central of the plans for the Home Start and encouraged them to submit a proposal. West Central staff, using their collective experience in Head Start and Preschool-at-Home, shared responsibility for the proposal. Susie Pahl wrote the sections on education, social services and service delivery; she and Shirley Wilson worked together on nutrition and training; Margery Morehardt and Paul

Booth worked on the administration sections as well as doing the final review and editing. In March 1972 Preschool-at-Home expanded into Home Start.

Recruitment

Recruitment was not a problem for most of the staff since many were already employed with Preschool-at-Home. New Home Visitors were hired with the assistance of the Delegate Agency Directors, who have closer contacts with the people in their own counties and could nominate people they knew about.

Forty-three of the families had participated in the Preschool-at-Home Program. New families are being recruited by the Home Visitors, primarily by going to the homes, explaining the Program, and asking if parents are interested. Each county office has a list of families who are on Welfare, and this provides a starting place. The Home Visitors are instructed to recruit the families who appear to have the greatest need and who do not have children in Head Start. In practice, this means that the Home Start families will be more isolated since a basic reason for not participating in Head Start would be living too far from the bus routes. On the other hand, Home Visitors are not always successful in recruiting the most "needy" since families in this category are reported to be less cooperative, more reserved, and less receptive to "outsiders." In recruiting the approximately 25 families needed to complete the program, an attempt is being made to select those who will only be in for one year. Because of the large numbers of children per family, only 23 of the current families would not have a child of Home Start age at the end of the year.

Training

During the start-up period an extensive series of pre-service training sessions were held. For two weeks the Home Visitors from all 10 counties came to Parkersburg for sessions on health care (conducted by Virginia Foreman, the Home Health Coordinator); preventive oral hygiene (Jo Ann Mitchell, Parkersburg Community College); family planning (Peg Pelletier, Wood County Planned Parenthood); and environmental health, or sanitation (Gary Hamilton, Wood County Health Department).

Some of the more important topics of the pre-service training sessions are listed below. This listing illustrates the practical nature of the information provided to the Home Visitors.

- Health care
  - signs and symptoms of illness;
  - personal hygiene;
  - first aid;
  - recognizing and treating unhealthy animals;
  - use of medicines and house supplies for treating wounds, infections, etc.
  - treating lice, ringworm, poison ivy, etc.
- Preventive oral hygiene
  - techniques of proper cleaning for plaque control;
  - techniques for instructing families in oral hygiene;
  - signs of obvious oral disease.
- Environmental health
  - protection of private water sources;
  - how to correct unsafe water;
  - proper sewage disposal;
  - proper location and cleaning of privy;
  - sanitary food handling and storage.

In-service training sessions are held every Friday. On June 2, the Nutrition Consultant, Marilyn Fojak, was talking to the Home Visitors for the first time, with at least two more sessions planned. Then Gail Perry, the Education Consultant, will conduct an extensive series of in-service training sessions.

In outlining the training program, the objectives for the Home Visitors were listed. They are included here because they provide a clear picture of the range of skills expected of the Home Visitors.

Training will provide for the following Home Start Visitor skills:

- Develop techniques and guides for clear and sensitive "parent communicating" in home visits and parent discussion techniques for group meetings.

- Knowledge of child development and human development principles.
- Techniques for teaching cognitive skills to children in a one-to-one relationship .
- Development of a sequential long range curriculum for families flexible enough to meet emerging family needs.
- Stock of specific suggestions and activities to provide for parent when appropriate.
- Basic understanding of behavior analysis and discipline techniques as a basis of knowing when and how to act in family conflicts or situations.
- Planning for the role of the parent; skill of training parents to work with their children.
- Be supporting to family, able to respond "spontaneously" to parent and child needs in the home as the occasion arises.
- Be prepared to take advantage of natural resources in home and surrounding the home.
- Develop evaluation skills of assessing child's development and progress.

Families

As of May 31, 1972, there were 146 families participating in Home Start. Forty-three of these were part of West Central's Preschool-at-Home program; the rest are newly-recruited. All are white. The 146 families have a total of 610 children, 195 of whom are between three and five years of age. Only 32 of the focal parents have graduated from high school and 50 are receiving AFDC. An indication of the problem of isolation is seen in the fact that 51 of the families have no means of transportation.

II. PROGRAM - WHO, WHAT, HOW

Goals and Objectives

The local Home Start goals were stated in the proposal:

- To improve parent-child relationships, thus enabling parents to become better educators of their children, by utilizing in the homes trained Home Visitors who have the skills necessary to effect this improvement.
- To increase cognitive, perceptual, physical, social and emotional development of all pre-school children in each Home Start family so that they are able to perform standardized tasks at a level acceptable for their age group.
- To improve the health, dental health and sanitation conditions of the children of 80 Home Start families and, if feasible, provide health care to other family members in the Program.
- To provide nutrition education to the parents in the Home Start Program in order to overcome the problems relating to unbalanced meals, food planning and budgeting, consumer education and traditional food taste preferences that are not nutritional.
- To provide social and psychological services by training Home Visitors to recognize family problems and by referring the family members to the existing services.

As the program gets underway, these objectives have been modified, expanded, and in some cases made more explicit. As the four basic program components are implemented, more specific goals in each of the areas are being articulated. In the section which follows, these goals are outlined for those areas where relatively clear goals have been stated.

Health

The Health Component is one area that causes considerable concern among the Home Start staff. The budgeted funds are quite limited,and the small number of physicians and dentists in the rural West Central area means there is a need for supplementary medical care.

Virginia Foreman, R.N., is the Home Health Coordinator. Her job includes conducting pre- and in-service training sessions on health issues, helping Home Visitors with referrals by arranging with the appropriate agency or individual physician, and providing a limited amount of direct service (e.g., innoculations that can't be arranged through the County Health Department).

Virginia receives assistance from Toma Sue Martin. Toma is one of the Professional Aide Trainees enrolled in a one year on-the-job training program through the State Department of Mental Health. These trainees spend one week each month for training in Charleston. Toma helps Virginia in writing up medical and dental reports.

Virginia's goals for the Health Component are:

- To obtain a complete physical for each child.
- To complete immunizations by August 1.
- To have all family members receive vitamins, a chest x-ray and a physical.

She is very concerned that Home Start can't be successful until parents and children are fed properly and have their physical problems treated.

There are not the severe medical problems in this area that one expects to find in the coal mining regions of West Virginia. Nevertheless, the simple absence of care can be critical. The Planned Parenthood Association will provide a physical exam for mothers, but they must then accept birth control counseling; birth control procedures were discussed with the Home Visitors during the pre-service training sessions since they are not widely accepted in this region.

The County Health Department will accept some referrals but their services are limited and differ somewhat from county to county since they are free to interpret the State guidelines. For example, some counties can only provide vitamins to children under six. Virginia has been in communication with the State Department of Health, but so far there do not seem to be any resources there.

Referrals to other projects sponsored by West Central are often possible. For example, the Mainstream Program can be called upon to build outhouses if a family lacks proper sanitation facilities; the Foster Grandparents Program might be called upon to provide a part-time tutoring job for an older family member.

In addition to services, an important part of the Health Component is education. During the pre-service training sessions conducted by Virginia for the Home Visitors, practical considerations related to health problems in the rural area were discussed (e.g., contamination of water supplies, control of insects and vermin, symptoms of illness).

Nutrition

Nutritional services at this point consist almost exclusively of providing vitamins to the pre-school children in the families. Nutrition education for the Home Visitors, who in turn will attempt to influence the parent's nutritional practices, is being porvided through a Consultant Nutritionist, Marilyn Fojak, who works out of the Case Western Reserve University's Nutrition Program. A series of Friday sessions conducted by Marilyn for the Home Visitors was just getting underway during the first week in June. There is some feeling among the Home Start staff that poor eating habits (mainly the starchy diets) are strongly ingrained and that parent education will be difficult.

Since the consultant will spend only a few days out of the year working with staff, Virginia Foreman also assumes a role in the Nutrition Program. She has reviewed some nutritional issues in her pre-service health education sessions. In her direct service role she provides consultation to families when the need arises, usually in connection with some health service she is providing.

Psychological/Social Services

The psychological and social services will be carried out almost exclusively through existing community resources. But such resources are scarce. The Home Health Coordinator views this as coming within her purview to a certain extent. She is very concerned about mental health problems among Appalachian people. (A book that several people referred to as an excellent and accurate description of Appalachian mental health problems is Appalachia's Children by David Looff of the University of Kentucky.) Virginia says she would take the initiative in making referrals if she detected psychological problems in a family situation.

A potential resource in the social-psychological area is the West Virginia Department of Mental Health, located in Charleston. The Department sponsors paraprofessional "trainees" who spend one week per month in training sessions in Charleston and the rest of the time they are assigned to various projects throughout the state. Five are working with the West Central Home Start Program: three as Home Visitors, one (Toma Sue Martin) as an Assistant to the Home Health Coordinator in the West Central office in Parkersburg, and one as a Home Visitor Aide.

This component seems to be the least well-developed among the services provided by Home Start. The Home Start staff is aware that they need to define more explicit objectives in this area and then to seek out and exploit the limited community resources that do exist.

Education

In keeping with the national Home Start Objectives, the Education Component is receiving the greatest emphasis at West Central. It is also this area judging from conversations with several Home Visitors, where staff feel they need the greatest amount of help. The one year's experience in the Preschool-at-Home Program has provided the local objectives and an interesting feature -- a set of "assessment" procedures to help the Home Visitors determine each child's developmental level so as to guide her in working with the parent and child. The assessments consist of check lists on which the Home Visitor can indicate a child's capabilities (such as physical skills and behavior problems) and tasks which the Home Visitor is to carry out with the child (such as shape and color discrimination problems and language classification tasks).

The Home Start proposal listed two objectives in the educational area, one concerned with improving parent-child relationships and the other concerned with increasing the cognitive, perceptual, physical, social and emotional development of the children. The Training Outline prepared by the Home Start Education Consultant and the Project Coordinator cites more specific objectives in the areas of cognitive, social-emotional and physical development.

Objectives for Home Start children. The child will be helped:

- To use language with fluency and spontaneity
- To find satisfaction in self expression and in being understood.
- To build a vocabulary which the child comprehends and can use for meaningful communication.
- To learn to listen, discriminate and interpret sounds and verbal communication.
- To promote use of and refine other senses - tasting, seeing, smelling and touching, skills of discriminating and differentiating.
- To have experience with simple number concepts such as counting for information, significance of numbers in daily life, seriation, beginning understanding of measurement (size wieght, capacity, quantity) position in time and space.
- To extend children's awareness and understanding of natural environment in which child lives.
- To develop problem solving skills: an attitude of inquiry and investigation; to explore different ways of doing things.
- To begin to organize and classify information.
- To gain self-confidence and skills which help him to feel value for himself.
- To become more aware of himself as a person with unique interests and abilities.
- To accept realistic responsibility; become independent and develop initiative.
- To develop self control as the child learns to manage feelings in such a way as to be respected by family, society and self.

- To understand the need for personal health care and assume responsibility for caring for his own needs.
- To begin to discriminate between safe and unsafe behavior in his play.
- To acquire skills of coordination, balance and agility-body control.

Objectives for Home Start Parents. In keeping with the philosophy of Home Start, specific objectives for parents were also listed in the Training Outline. The Home Start Program will:

- Strengthen parents in their roles as the child's first and continuing teacher in the foregoing objectives for the child.
- Expand on and enrich the parent/child interaction.
- Help parents use management techniques which facilitate the child's growth and help him regulate his behavior and provide techniques for handling "misbehaviors" (which often interfere with effective parent child interaction.)
- Help parents enjoy, appreciate and be proud of children.
- Give parents a basic understanding of patterns of growth and behavioral principles so that they may understand their children better.
- Give parents genuine support that recognizes their importance and increases their status in their "parenting" role.
- Motivate parents to provide "high quality" environment for their family by fostering a strong positive attitude and interest towards the child's development and experience.
- Recognition of parents as individuals with their own needs and desires.
- Provide parents with child care skills which can be carried beyond the pre-school years.
- Help parents in their ability to encourage independence and responsibility rather than strict obedience or conformity.

Stated program goals are important. The way Home Visitors perceive their goals is also important. On June 2, all Home Visitors were attending an in-service session on nutrition. The case study interviewer was given about half an hour to discuss goals. The items elicited in that meeting indicate how some Home Visitors view their task.

When asked what their goals were for the focal children, the responses (in the order given) were:

- Improve self-image.
- Improve health.
- Get them to work together; share.
- Teach them to entertain themselves.
- Prepare them to do better in school.
- Reduce behavior problems.

In response to a question about their goals for the parents they said, "to have the parent carry on after you leave." When asked what means they would employ to achieve this end, responses were:

- Gain parents' respect.
- Leave things in the home.
- Give assignments for following week.
- Praise what they do.
- Get the child to seek help from parents.

Whether these responses have come from pre-service training lectures or from the Home Visitors' own experience, there seems to be good evidence that they are thinking about how to get the job done. At this point it is clear that their objectives for the child are a mixture of explicit behaviors and vaguer concepts, but they can articulate objectives.

Gail Perry, the Training Consultant, has been well-received by the Home Visiting staff so far, and the Project Coordinator is very excited about what can be done. And although the Consultant is only in Parkersburg occasionally, the Project Coordinator keeps in constant touch with the Home Visitors and can provide some degree of support and assistance in this area. This contact is important for the direction it can give to the in-service training. For example, Susie feels that one problem is that many parents have an attitude of, "You're the teacher and I watch." She wants to see the Home Visitors develop better activities and schedules so they can break out of any tendency to be viewed as baby-sitters.

III. HEAD START

Head Start has been operating in Parkersburg for about seven years. A little less than two years ago Emily Schwab became the Director. She is directly responsible to Paul Booth for the Program's operation.

Head Start, with centers in nine of the 10 counties, is a full year, all-day program for 3-to 6-year-old children. The annual budget is approximately $300,000. For the more rural counties, a Rural Transportation System is operated to transport children to the Centers.

One basic way in which Head Start in this region differs from Home Start is in the recipients of program services. It is possible for home visits to be made to families who are too far from the routes of the Rural Transportation System. There may be some differences, though slight, in the poverty levels of the two groups of families. Head Start does not have any component that could be considered similar to the home-delivery concept of Home Start. There are, of course, organized parent groups in each county, but the parents are not being directly involved in the development of their children on a daily basis. One innovative idea that is now in the planning stage is a program called "Parents as Resources." Parents with particular skills (cooking, child care, or whatever) will be sought out and be assisted in putting on workshops for other parents.

The relationship between Head Start and Home Start is a bit unclear at this time. Technically, there is no relationship. Home Start is a delegated Program, i.e., the Community Action Association in Parkersburg delegates authority for operating the Program to 10 county Delegate Agencies. Head Start is not a Delegated Program - the county Directors are not involved in its operation. If Head Start were a Delegated Program, then the county

Directors would have some authority over both programs and the degree of cooperation and sharing of resources might be greater. The administrative and support services of the Grantee, of course, are shared, so that record-keeping and bookkeeping functions are more efficiently carried out. There is also an informal sharing of knowledge and experience. Head Start and Home Start offices are both located in the Grantee headquarters building in Parkersburg. Ms. Morehardt in the Office of Planning, Program Support, Research and Development has had five years' experience as Head Start Director.

Head Start and Home Start have separate in-service training programs primarily because the two programs are in different stages of development and because the skills needed by a Home Visitor are somewhat different from those of a Head Start teacher. The Home Visitors will be able to take advantage of career development opportunities through the Head Start Supplementary Training Program at Marshall University in Huntington, West Virginia. As the Home Start parent groups are formed, the plans call for using the Head Start Centers for Saturday meetings, but these are not underway yet. Head Start buses are occasionally used for taking Home Start children to the County Health Departments for innoculations or check-ups.

The relationship between Home Start and Head Start is a developing one. There is talk within the Grantee that Head Start may become a Delegated Program. With the 10 county Directors involved in both projects, the degree of cooperation and the extent of shared resources would be bound to change.

IV. ORGANIZATION

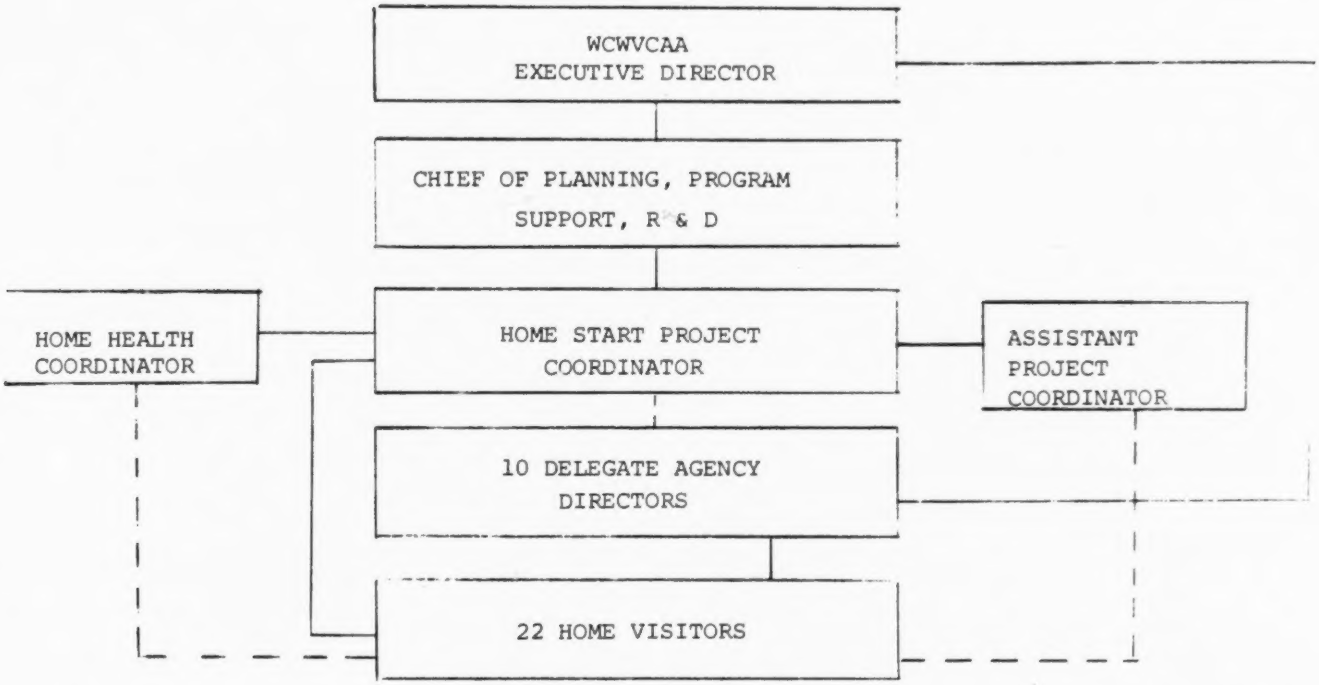
Staff Organization and Policy Making

The organization of the West Central West Virginia Community Action Association is an important determinant of the manner in which Home Start operates. Most of the programs administered by West Central are delegated through the offices of 10 Directors of Delegate Agencies, one in each county of the West Central region. Home Start is one of the programs that is administered in this fashion. The reason for this administrative pattern is the widely dispersed population. The organizers of West Central felt that a group of people (the Delegate Agency Directors) who were "closer," physically and emotionally, to the population would be in a better position to judge what the needs were and how they might best be met.

In terms of program operation that plan presumes that some decision-making authority rests with the Delegate Agency. West Central's Delegate Agency Operations Manual states that "Authority will be assigned to those closest to the scene." This adds an interesting facet to the Home Start operation. The Project Coordinator, Susie Pahl, in the Director's role, is directly responsible for the 22 Home Visitors. But because of the delegated nature of the Program, the Home Visitors are responsible not only to the Project Coordinator, but also to their respective county Director (See Figure 1). The Home Visitors have office space in the Delegate Agency offices and their reports to the Project Coordinator are channeled through the county Directors. Each Director is also responsible for maintaining individual family records at the county office and has the authority to screen information on "his" families before it goes to Helen Hupp, the Assistant Project Coordinator, who keeps the master file of family records in the Home Start office at West Central.

HOME START ORGANIZATION AS PERCEIVED IN JUNE 1972

FIGURE 1


WCWVCAA
EXECUTIVE DIRECTOR
CHIEF OF PLANNING, PROGRAM
SUPPORT, R & D
HOME HEALTH
COORDINATOR
HOME START PROJECT
COORDINATOR
ASSISTANT
PROJECT
COORDINATOR
10 DELEGATE AGENCY
DIRECTORS
22 HOME VISITORS

To the uninitiated it would seem that this system of shared responsibility and divided authority would create problems. In practice, every indication is that there is a high degree of cooperation between the Project Coordinator and the County Directors. The success of the system must depend upon the personal characteristics of those involved since there are no formal guidelines for resolving conflicts between Susie and the Directors.

The fact that the Project Coordinator is responsible to a Supervisor in the Grantee office may have an important effect on policy-making. The decision-making power of the Project Coordinator is somewhat restricted, but it is not clear at this stage exactly what the limits are. Presumably, as the Project Director's experience in the Program increases, her authority will also increase.

There are several organizational components that are not yet functioning. Their composition and the schedule for implementation are listed in Figure 2. The Home Start Committees, when they begin to function, will undoubtedly have some effect on policy-making.

Staff Training and Development

The pre-service and in-service training programs for the staff of Home Visitors have been discussed under "Start Up" (Section I) and "Projects" (Section II). The objectives for the in-service training sessions for the Home Visitors have been outlined by the Consultant, Gail Perry:

- Each Home Visitor will set priorities on specific training needs at this stage so that in-service training can be "tailored" to their needs and development.
- Teach skills of observation, behavior analysis and ability to use this technique in handling and meeting behavior needs in the home.
- Training of Project Coordinator to implement Objectives 1 and 2 and other supervisory skills needed to coordinate and supervise in-service training.

FIGURE 2: HOME START COMMITTEES

ORGANIZATION	COMPOSITION
1. HOME START PARENT COMMITTEE (1 in each county)	1. Comprised of Home Start parents enrolled in the program. (To be established during first six months of program operation).
2. HOME START POLICY COMMITTEE (Delegate Agency)	2. Comprised of at least 50% Home Start parents, plus representatives of the Community. (To be established during second half of first year of program operation).
3. HOME START POLICY COUNCIL (Grantee)	3. Comprised of at least 50% Home Start parents (at least one from each county) plus representatives of the Community (at least one from each county). (To be established during the first three months in second year of program operation.)
4. HEAD START POLICY COUNCIL (Grantee level)	4. The Home Start Policy Council shall select one representative (and an alternate) to serve on the Head Start Policy Council. This person will be responsible for reporting back to the Home Start Policy Council after attending each meeting. Minutes of Head Start Policy Council meeting will be sent to the members of the Home Start Policy Council, who will send copies of their minutes to the President of the Head Start Policy Council.
5. WEST CENTRAL BOARD OF DIRECTORS	5. A representative of the West Central Board serves on the Head Start Policy Council. A representative of the Head Start Policy Council serves on the West Central Board of Directors. These two representatives will provide the communication link to the West Central Board for the Home Start Program.

The training was designed to begin after the Home Visitors had been on the job for at least a month. Once they are able to assess their needs more realistically, a more meaningful training program can be planned. The Consultant plans to begin with a task analysis of the role of the Home Visitors. This is designed to:

- Ascertain a realistic workload for Home Visitors.
- Assure that the capabilities of the Home Visitor are being used for the best delivery of the program.
- Help Home visitor determine her strengths and weaknesses vis-a-vis her job.
- Establish priorities on the skills the Home Visitor needs to work on.

In addition to the training reviewed here and in previous sections of the report, Home Visitors can also take advantage of the Head Start Supplementary Training Program. This is seen as a Career Development Program involving course work at Marshall University. The Office of Planning, Program Support, Research and Development is also arranging with the Community College in Parkersburg to grant college credits to the Home Visitors for the in-service training they receive.

V. RESOURCES

The reporting of donated goods and services is just beginning, using the information system forms, and the first six-month report will be due in October. The October Case Study Report should be able to detail where the in-kind donations are coming from.

In the West Central Home Start Program, one obvious resource is the Grantee itself. The Supervisor's time is donated, as well as bookkeeping and a small portion of the record-keeping function. There are several resources that make possible the expanded Home Start Program. From within the Grantee structure there are:

- Resources, mentioned under the Health Component,whereby men from the Mainstream Program will construct privys.
- Teenagers from the Neighborhood Youth Corps who will function as Aides to some Home Visitors during the summer months.
- Buses from the Rural Transportation System to provide transportation for mothers (for parent meetings) and for children (to the Health Department, etc.)
- Use of the Head Start Center for Parent Meetings.

Among the outside resources that West Central has been able to take advantage of so far are:

- County Health Departments for innoculations and physicals.
- Professional Aide Trainees provided by the State Department of Mental Health.
- Consultants to provide pre-service and in-service training.
- Physical examinations for mothers from Planned Parenthood.

The Project Coordinator and her Supervisor have commented on the general paucity of resources beyond the Grantee. There are a few that are being used, and the search for additional resources is continuing. To facilitate the use of resources, Service Directories, listing all services available in a county, have been prepared and will be available for each county.

A complete cost benefit analysis is being planned for the Home Start Project. Donated Goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

Home Start in rural West Virginia is well underway. Most of the families have been recruited, the staff has had several months' experience working together, and they have progressed from pre-service to in-service training. One year of experience with a home-based program has made possible a fairly rapid increase in the scope of the Program. The staff express some concern about the ability to provide adequate supplementary services in the areas of health, nutrition and psychological/social services but efforts at making the best of training for the Home Visitors and in covering additional community resources are progressing. All in all, West Central West Virginia's Home Start Program is functioning at a very high level.

VII APPENDIX

- Home Start Job Descriptions

Job Descriptions:

1. Project Coordinator

Works under the supervision of the Chief of Planning. Coordinates agencies, services and assignments for Home Visitors; provides pre-service and in-service training for Home Visitors, and parents, where feasible; arranges for consultants to assist with specific components of the projects; responsible for purchases and distribution to Home Visitors of educational material for the Home Start Program; responsible for implementation and overall operation of the Home Start Program and all its components in the ten counties of the West Central area in coordination and cooperation with the Delegate Agency Directors and their staff.

Qualifications:

Two years supervisory or teaching experience in a Head Start or Early Childhood Development Program. Knowledge of community agencies and resources. Some college background desirable (but not essential). Must have a driver's license and automobile. (See V. Recruitment)

2. Assistant Project Coordinator

Works under the supervision of the Project Coordinator for Home Start. Assists the Project Coordinator with specific program components such as helath and parent involvement; encourages community groups to provide assistance in the operation of Home Start.

Qualifications:

Prior experience as a community or social services aide, or experience in dealing with problems of low-income families; must be able to listen and follow instructions and have a knowledge of general office procedures; should be adept at meeting and working with agency people, and be able to fill out various forms and carry out other duties as required by the Project Coordinator. Must have a driver's license and automobile.

3. Home Visitors

Works with low-income parents and their children on a one-to-one basis in their homes and/or in small groups, carrying all of Home Start components to them. Uses prepared materials, movies, tapes, toys, etc. and loans them to parents after instructing them in their proper usage. Instructs parents on meal planning and preparation, with assistance provided by Nutrition Aides from West Virginia

University Extension Service. Arranges medical and dental appointments and small group field trips. Instructs parents in ways of using household articles as teaching tools. Makes referrals, and where needed, transports families to community services such as family planning, food stamps, employment security, health needs, vocational rehabilitation, psychological services, etc.

Qualifications:

Must be a good listener; willing to learn about child development and people development; also taken into consideration will be the applicant's attitudes, values, ability to learn, cultural and language backgrounds.

Individuals who enjoy working and being with children.

Individuals who are from the lower socio-economic levels of the community.

Individuals who reside in the area being served.

Individuals capable of furthering the objectives of the Home Start Program.